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ABSTRACT

The final report provides information on a followup study of the post-school adjustment of former (1964-1975) special education secondary students in Napa Valley, California. A review of statistics (job related information, community contacts information, school information, and personal information) is presented for the following target groups: teen mothers, learning disabled-emotionally disturbed, educable mentally retarded, trainable mentally retarded, orthopedically handicapped, visually handicapped, deaf/hard of hearing and transitional. A second section includes program improvement suggestions for each of the target group programs, a discussion of vocational career education, and a review of student reactions to school subject areas. Provided is a summary of employer reports by target groups with information on acceptable and unacceptable behavior. A section on the project design and administration covers data processing features as well as a description of the research instruments used (including student and employer questionnaires and employer report). A final section provides a commentary on the concluding statistics and a review of findings, including a higher unemployment rate among former students than the state and national averages, a lower employment rate in special education females than males, and job retention as a significant problem for those initially finding employment. Included among 15 appendixes is a career education and guidance proposal. (CL)

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FINAL REPORT

Special Education Research

Napa County

June, 1976

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ABSTRACT

Research Question

Have special education programs, operated by local education agencies in Napa County, made a positive impact upon the school adjustment of individuals with exceptional needs?

Rationale

The assumption is that the design and content of special education curriculum will enable students to lead more satisfying, useful, and productive lives upon graduation. However, since no systematic analysis has been made of the long term effectiveness of special education programming in Napa County, statements regarding the outcome can currently be based only on estimations, guess work, and conjecture at best. In addition, it is not known whether the carry-over benefits of special education make any appreciable difference in their functioning as compared to those similarly handicapped individuals which receive no special education programming.

State Board of Education Priority

More information is needed regarding what happens to exceptional pupils after they have received formal schooling. Are they gainfully employed? How should special education be changed to better prepare them to enjoy life and become productive to themselves and others?

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I. INTRODUCTION TO GRANT

A. Introduction

The Office of the Napa County Superintendent of Schools received project funds for special education research during the 1975-1976 school year.

The focus of the research was to determine if special education programs operated by local education agencies in Napa County made a positive impact upon the post school adjustment of individuals with exceptional needs.

It was determined that more information was needed regarding what happens to students after they complete or terminate the program. Are they gainfully employed or are they unemployed? What difficulties are they having? How can special education programs improve the delivery system to meet the needs of the students, prepare them to enjoy life, and become productive members of our society?

Prior to this study the assumption was made that the curriculum did enable students to lead more satisfying, useful, and productive lives upon graduation. However, the assumptions were made purely on guesswork, estimations, and conjecture at best.

The target population consisted of individuals who have at some time during the last 10 years, been in special education programs at the secondary level. The time period (10 years) would cover the 1964-1975 school years.

The research team, consisting of the Project Director, Coordinator, Research Assistants, and project secretary, accomplished the following:

1. Reviewed approximately 500 student records.

2. Interviewed and completed 301 student questionnaires.

3. Interviewed approximately 170 employers.

4. Questioned approximately 30 teachers, administrators, school psychologists, and community agency personnel.

5. Organized a Project Advisory Committee consisting of educators (responsible for needs and requirements), employers (resources of industry), parents, and agencies (a source of authority).

The statistics gathered by target groups are categorized and displayed utilizing four major classifications:

1. Job Related Information
2. Community Contacts Information
3. School Information
4. Personal/Social Information

Input on program improvements, employer information, grant design and project administration, as well as conclusions and curriculum recommendations are included.

B. Explanation of Abbreviations

TMR	Trainable Mentally Retarded
EH	Educationally Handicapped
D/HH	Deaf and Hard of Hearing
VH	Visually Handicapped
TRANS	Transitional
TM	Teen Mothers
EMR	Educable Mentally Retarded

C. Disposition Codes

The student program code represents a project closing disposition. The final disposition is arrived at for all special education students in order to provide research personnel with an accountability for each person in the target population examined.

Program Code:

Teen Mothers	1
LDG/EH	2
EMR	3
TMR	4
OH	5
VH	6
DEAF/HOH	7
Transitional	8

Disposition Code:

A. GRADUATED
  1. Working full time
  2. Working part time
  3. Homemaker
  4. Unemployed
  5. Work-study ROP (only TMR)

B. TERMINATED SCHOOL PRIOR TO GRADUATION
  5. Married - elected not to return
  6. Moved out of district
  7. Medical reasons
  8. Transferred to State Hospital
  9. Personal reasons
  10. No longer eligible
  11. Discipline problem
  12. Working
  13. Not working

C. RETURNED TO REGULAR PROGRAM
  11. Discipline problem
  12. Terminated
  13. In Progress

D. ENROLLED AT JUNIOR COLLEGE
  14. Completed high school coursework
  15. Work in progress for high school credit
  16. Post high school classes
  17. Working for A.A.

E. TERMINATED JUNIOR COLLEGE
  18. Term. before high school completed
  19. Term. post high school coursework
  20. Term. A.A. degree program

F. UNKNOWN

EXAMPLE

6.B.5 = Visually handicapped who terminated school prior to graduation. Reason: married, elected not to return.

II. REVIEW OF STATISTICS

(Based on Student Questionnaires - by Target Group)

A. Teen Mothers

Introduction

The Teen Mother Program opened its doors in January 1972, as a result of a district survey which found 30 students who had recently dropped out of school because of pregnancy. As an alternative to leaving school, the program has served 128 young women from Napa County, enabling them to continue their education toward a diploma and a worthwhile place in the community. Students come from all socio-economic backgrounds and vary in their aptitude, motivation, emotional stability, and maturity. Most students are 16 or 17 when they enter the program, the range being 13 - 21. They may stay throughout the pregnancy and return after delivery until the child is six months old. Ninth, tenth, and eleventh graders may not be eligible for the program long enough to graduate, but entering seniors nearly always complete requirements for a diploma. Several students have gone on to Napa College or taken college courses concurrently with their studies at the Teen Mother program.

Available classes include all courses required for high school graduation, such as American Studies, World History, English, Math., Science plus special classes adapted to the needs of pregnant women. The students learn about breast feeding, bathing babies, and birth control. They explore feelings of frustration, fear, and fatigue. Pregnancy is treated as a fact, and parenthood is taken out of the realm of fantasy. Having babies at school exposes the students to the realities of child rearing.

The Teen Mother Program is more than a school room. Being together six hours a day, five days a week, builds a cohesiveness, a sense of caring and comraderie. At best, the program helps each person feel a bit better about herself. At least, the school provides a supportive space for a troubled teen.

Sudie Pollock
Teen Mother Program

TEEN MOTHERS

A total of 93 students represent the Teen Mother target group as surveyed by the Special Education Research grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

65.0%	of the questionnaires were completed and returned
4.3%	refused the interview
29.1%	we were unable to contact

We have divided the information received from the questionnaires into the following categories:

1.0 Job Related Information
2.0 Community Contacts Information
3.0 School Information
4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

The average hourly wage of those students who were working was $2.54, with a high hourly rate of $4.59 and a low hourly rate of $1.75.

1.2 Current Employment

We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of the Labor Market

Those students defined as out of the labor market category are either homemakers or those who have decided not to enter the competitive labor market for work.

Thirteen percent are working full time, 10% are working part time, 44% are unemployed, 33% are out of the labor market.

1.3 Number of Months Unemployed

The average number of months of unemployment of the 27 students recorded in the unemployed category is 10.6 months of unemployment. Of those who are classified as currently out of the labor market, the average number of months out of the labor market force is 9.75 months.

1.4 Number of Months Needed to Get a Job After Graduation

Statistics show that at least 40% of the students took from six months to over one year to get a job after graduation or termination. Perhaps this is a further indication that community agencies concerned with vocational placement and training need to develop a more successful outreach program to this particular target group.

0-6 months	59.5%
6 months - 1 year	19.0%
Over 1 year	21.5%

1.5 Vocational Deisres

The students recorded as unemployed indicated that they desire to go to work. Sixty-three percent would like full-time employment and 37% would like part-time employment. Perhaps the State Department of Rehabilitation and the Department of Employment can send representatives to speak with the students in the Teen Mother Program and explain the eligibility requirements and the kinds of services that are available.

Of those who are employed:

17 (63%) would like full-time work
10 (37%) would like part-time work

All of those recorded as currently out of the labor force do not care to work at the present time.

1.6 Job Satisfaction

There were 14 girls recorded as working in the Teen Mother target group. Six are working part time and eight are working full time. All reported that they are satisfied with their jobs.

1.7 Source of Jobs

We have divided the source of jobs section into five categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper

The students attributed 84% of their job acquisitions to category 1, 7% of the jobs were attributed to category 2, 2% to category 3, 2% to category 4, and 5% to category 5.

1.8 Salary or Job Advancement

Of those students who were working either part time or full time, 64.3% recorded a salary and/or job advancement during 1974-1975. This could account for the recorded level of satisfaction in Item 1.6.

1.9 Fired - Quit

Out of the total research population of 61, 5% recorded that they were fired, 50% recorded that they were never fired, and 45% of the students recorded this question as N/A (not applicable).

Forty-one percent recorded they had quit a job at one time, 14% said they had never quit a job, and 45% answered N/A.

1.10 Union Affiliation

Forty-five percent answered N/A, 47.5% said they had never been affiliated with a union, 7.5% said they had been affiliated with a union.

1.11 Job Termination 1974 and 1975

The students involved in full-time and part-time work, as well as those recorded as unemployed as of the date of the questionnaire, made 63 job changes during a 24-month period in 1974 and 1975. There are five reasons for termination that have the highest percentages. They are: (1) Moved, (2) Unhappy, (3) Family Situation, (4) Laid Off, (5) Quit.

Moved	24%
Not enough money	6%
Unhappy with work	10%
Unhappy with employer	2%
Advancement	2%
Personal family situation	11%
Laid off	25%
Fired	6%
Company closed	3%
Quit - no reason given	14%

1.12 Transportation

Licenses: Forty-six have a license (75.4%).

Of the 75.4% who have licenses, 96% have their own car or access to a car.

Each one of the students enrolled in the Teen Mother Program has access to a complete driver instruction program, which includes a driver education class and the car phase of the program (driver training). The girls are requested to attend regular classes at the high school and complete the state requirements. A driving instructor is assigned to the Teen Mother Program at the time the teacher indicates there are enough students qualified for the car phase.

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Community Referrals Made by Research Assistants

Children's Center
Department of Employment
ROP - Trade Training
Napa Junior College Skill Center
Rehabilitation
Child Protection Services
Clothing Center

Twenty referrals were made to community services by Research Assistants.

2.2 Financial Aid

Yes	(34.4%)	Welfare	62%
No	(65.6%)	AFDC	38%

2.3 Help from a Community Agency

Yes	(42.7%)	indicated they did receive help
No	(57.3%)	said they did not receive help

Thirty-four percent of the Teen Mother students received financial aid, which gives them a significant interface with the Welfare Department. Fifty-seven percent of the students indicated they did not receive any categorical services from a community agency. I believe this percentage is significant in that it indicated that a majority of the Teen Mother students are not aware of the community services available in Napa. Please refer to Item 2.5.

No. of Contacts	Agency
10	Welfare
0	Rehabilitation
1	North Bay
2	Family Services
2	Crippled Children
3	Mental Health
3	Child Protective Services
4	Well Baby Clinic
9	Medi-Cal
1	Sacramento County Girls' School
1	Legal Aid
1	Adoption Agency

2.4 Agency Satisfaction

There were 26 students who reported an agency contact. Of those who reported a contact, 73% indicated satisfaction with their interface, 23% indicated an unsatisfactory communication, and 4% declined to comment.

Of the 26 who had an agency contact:

19 said the contact was satisfactory	(73%)
6 said the contact was unsatisfactory	(23%)
1 declined to comment	(4%)

2.5 Suggestions for Improving Agency Services

The students offered the following criticism:

1. There should be more of an effort placed on publicizing community agency services.

2. The time lag between applying and receiving services (intake procedure) could be shortened.

3. Agency personnel could be more courteous.

2.6. Agency Services Received

Services Received	Services Received by Percentage
Job Counseling	3.0%
Financial Aid	29.4%
Vocational Training	-0-
Medical	41.1%
Family Counseling	23.5%
Unknown	3.0%

It is interesting to note that none of the girls recorded received vocational training by any community agency or school-related vocational training program. I would suggest that an on-going relationship be established between the ROP and the master teacher involved in the Teen Mother Program. This would insure a complete career education program while the students are involved in the Teen Mother Program placement.

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	(47.5%)
No	(37.7%)
Don't Know	(14.8%)

The teacher of the Teen Mother Program has indicated that, on many occasions, she has tried to give the students information as called for in Item 3.4. It is the impression of the teacher that student desires appear to become more realistic after they have graduated or terminated school, and that while they are enrolled in the school system, the desires for career and vocational training do not appear to manifest themselves. Perhaps an explanation of this situation should include the impact of the real world of work, and the demand it makes on the status of non-students. The master teacher could actually involve those students who have graduated or terminated the program by having them return and speak to the students on issues related to the real world of work.

3.2 Graduated - Terminated

54%	Graduated
46%	Terminated

Some Personal Reasons for School Termination

- Baby born - wish to stay with child
- Lost interest
- Baby died
- Moved
- Baby 6 months old - education code requires termination

3.3 Year of Graduation

Of the 54% who graduated from the program:

48.5% graduated during the 1972-1973 school years
51.5% graduated during the 1974-1975 school years

3.4 Student Concerns - School Services That Could Have Helped

By Category:

- Academic classes
- Counseling (Career)
- Vocational training
- Personal adjustment

By Specific Area:

- Nurses Aide training
- Vocational counseling before senior year
- More publicizing of Teen Mother Program
- Photography

3.4 (continued)

Postnatal care services
Algebra
History
English
Aptitude tests given before placing students in reading and math classes
Not enough teachers
Need a bookkeeping teacher
More depth in prenatal and postnatal care
More business classes other than secretarial - such as law
Class for basic living needs, such as banking, budgeting, shopping
ROP in Junior High
Advanced business classes
More solid subjects - fewer easy credit classes (leather, ceramics)
Electronics
Get vocational training ideas from students
Voting preparation
Field trips
Teacher aide program such as at J.C.
Natural childbirth classes
More home economics
Child rearing
Foreign languages
Sewing
Beautician classes
More college-type atmosphere
Business classes and office machines
On-the-job training for computer programming
Psychology
Individual teacher for shorthand
Cashiering class
Fry cook
Office experience
Vocational programs where students work OJT instead of going to school

3.5 Parent Concerns

The parents of Teen Mothers placed a high emphasis on program inclusion of prevocational and vocational input.

Students need:

1st Choice:
- Vocational (40%)
  - Trade Training
  - Work Experience
- Academic (60%)
  - Reading
  - Homework
  - Arithmetic

2nd Choice:
- Vocational (80%)
  - Trade Training
  - Work Experience
  - Job Applications
  - Money Changing
- Academic (20%)
  - Writing

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

19.6% live alone
16.4% live with parents
3.3% live with friends
60.7% live with husband

4.2 Marriages - Divorces - Children

24.6% single
62.3% married — 69 children
5.5% separated
8.1% divorced

4.3 Major Purchases Categories and Percentages

Car	42.3%
TV	25.8%
Furniture	31.9%
Home: Own	17.6%
Rent	82.4%

4.4 Social Information

28% attend church
13% belong to social organizations
13% attend evening school
90% watch TV

4.5 List of Hobbies

- Needlepoint
- Bowling
- Reading
- Hyroglyphics
- Animals
- Plants
- Driving
- Camping
- Fishing
- Racing
- Painting
- Sports
- Politics
- Hair styling
- Water skiing
- Hooking rugs
- Horses
- Collects dolls
- Motorcycle riding
- Nature
- Child care
- Housekeeping
- Collecting albums
- Candle Making
- Crocheting
- Cutting glass
- Sculpture
- Knitting
- Quilting
- Leathercraft
- Poetry
- Writing
- Basketball
- Embroidery
- Jewelry
- Photography
- Roller skating
- Art
- Baseball
- Guitar
- Dancing
- Ceramics
- Golf
- Macrame
- Sewing
- Arts and crafts
- Gardening
- Biking
- Hiking
- Cooking
- Swimming

4.6 Travel - Longest Trip

0-75 miles	5%	151-225 miles	3%	301-375 miles	5%
76-150 miles	-0-	226-300 miles	-0-	376-1000 miles	87%

4.7 Arrest Record

Twenty-eight percent of the Teen Mother target group indicated they were arrested at one time. There are mental health agencies in the community that do deal with family counseling and drug prevention. Their approach is non-punitive and the statistics indicate they are very successful in counseling students with problems such as those listed below.

The reasons for arrest were as follows:

- Runaway
- Shoplifting
- Drugs
- Beyond parent control
- Incorrigibility
- Profanity

B. LDG/EH

Introduction

The LDG/EH program operated by the Napa Valley Unified School District is designed to ameliorate the learning deficiencies associated with neurological impairment or emotional disturbance. The goals, remediation methods, and evaluative techniques will vary for each pupil. The establishment of these goals and methods is accomplished after study by teachers, the school nurse, psychologists, speech specialists, and possibly the family physician. The Admissions Committee authorizes the plan to be followed and defines the involvement for the teacher. The LDG/EH teacher is responsible for planning the academic program in such areas as outlined by the committee. A wide variety of instructional materials and curricular approaches is used.

Eligible Napa and Vintage High Schools' EH pupils received services through the Department of Rehabilitation as part of a cooperative contract between the school district and that agency. These pupils receive services including diagnostic workups, aptitude tests, work experience opportunities, and job placement. Progress of pupils participating in this program is reported to the EH committee annually.

The district is allowed to certify up to 2% of the total enrollment in the EH program. The total enrollment in the elementary and secondary levels in the district program at this time is approximately 300 pupils. Approximately one-third of the pupils are served in special day classes and the balance in learning development groups. Thirty teachers, including both full and part time, are employed in the program.

Richard B. Owen
Coordinator - LDG/EH

A total of 113 students represent the LDG/EH target group as surveyed by the Special Education Research grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

60.0%	of the questionnaires were completed and returned
3.5%	refused the interview
34.5%	we were unable to contact
2.0%	were deceased

We have divided the information received from the questionnaires into the following categories:

1.0 Job Related Information
2.0 Community Contacts Information
3.0 School Information
4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

The average hourly wage of those students who were working was $3.99, with a high hourly rate of $9.80 and a low hourly rate of $2.00.

1.2 Current Employment

We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of the Labor Market

Those students defined as out of the labor market category are either homemakers or those who have decided not to enter the competitive labor market for work.

	Males	Females
Working part time	1.5%	-0-
Working full time	50.0%	4.5%
Unemployed	26.5%	6.0%
Out of labor force	4.5%	7.0%

Totals:		
	Working part time	1.5%
	Working full time	54.5%
	Unemployed	32.5%
	Out of Labor Force	11.5%

1.3 Number of Months Unemployed

The average number of months of unemployment of the 23 students recorded in the unemployed category is 9.5 months of unemployment. Of those who are classified as currently out of the labor market, the average number of months out of the labor market force is 10.6 months.

1.4 Number of Months Needed to Get a Job After Graduation

Statistics show that at least 11.9% of the students took from six months to over one year to get a job after graduation or termination.

0-6 months	88.1%
6 months - 1 year	3.4%
Over 1 year	8.5%

It is significant to note the high placement rate during the first six months after leaving school. This target group has had the benefit of the State Department of Rehabilitation.

1.5 Vocational Desires

The students recorded as unemployed indicated they desire to go to work. Ninety-five percent would like to work full time and five percent would like part-time employment. Perhaps the State Department of Rehabilitation and the Department of Employment can send representatives to speak with the students in the LDG/EH program and explain the eligibility requirements and the kinds of services that are available.

Of those who are unemployed:

95%	would like full-time work
5%	would like part-time work

1.6 Job Satisfaction

There were 38 students recorded as working in the LDG/EH target group. Seventy-six percent reported they are satisfied with their jobs, and 24% reported they are not satisfied with their jobs. Perhaps the secondary EH teachers could explore with the students, job satisfaction and dissatisfaction with the related reasons.

1.7 Source of Jobs

We have divided the source of jobs section into six categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper
6. School

The students attributed 75.9% of their job acquisitions to category 1, 5.2% to category 2, 6.9% to category 3, 6.9% to category 4, 3.4% to category 5, and 1.7% to category 6.

1.8 Salary or Job Advancement

Of those students who were working either part time or full time, 76.3% recorded a salary and/or job advancement during 1974-1975. This could account for the recorded level of satisfaction in Item 1.6.

1.9 Fired - Quit

Out of the total research population of 68, 19.5% recorded they were fired, 60% recorded they were never fired, and 20.5% of the students recorded this question as N/A.

Forty-seven percent recorded they had quit a job at one time, 32.5% said they had never quit a job, and 45% answered N/A.

1.10 Union Affiliation

Eleven and seven-tenths percent answered N/A, 57.3% said they had never been affiliated with a union, and 31% said they had been affiliated with a union.

1.11 Job Termination 1974 and 1975

The students involved in full-time and part-time work, as well as those recorded as unemployed as of the date of the questionnaire, made 116 job changes during a 24-month period in 1974 and 1975. There are two reasons for termination that have the highest percentages. They are: (1) Laid off, and (2) Quit - no reason given.

Moved	1.7%
Not enough money	1.7%
Unhappy with work	11.3%
Unhappy with employer	.9%
Advancement	.9%
Laid off	41.9%
Fired	8.6%
Company closed	1.8%
Quit - no reason given	24.2%
Personal family situation	7.0%

1.12 Transportation

Licenses: Fifty-five have a license (80.8%).

Of the 80.8% who have licenses, all have their own car or access to a car. Transportation is an important factor to be considered along with a successful job placement.

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Potential Community Referrals Made by Research Assistants

Children's Center
Department of Employment
ROP - Trade Training
Napa Junior College Skill Center
Rehabilitation
Child Protection Services
Clothing Center

Referrals were made to 29% of the target group:

17.6% to Napa Junior College
17.6% to Regional Occupational Program
64.8% to the State Department of Rehabilitation

2.2 Financial Aid

Yes	(22%)	S.S.I.	6.7%
No	(78%)	Welfare	6.7%
		Rehabilitation	6.7%
		Unemployment Insurance	46.5%
		Other	26.7%
		AFDC	6.7%

The "Other" category consists of Job Corp and a disability determination.

2.3 Help from a Community Agency

Yes (33.8%) indicated that they did receive help
No (66.2% indicated that they did not receive help

3.6% received Welfare
53.6% received Rehabilitation
3.5% received help from Crippled Children
17.8% received medical aid
21.5% received other help

A significant number of LDG/EH students have been enrolled in the school cooperative program with the State Department of Rehabilitation. Of the 33.8% indicating they received community agency help, 53.6% of the contacts were with State Rehabilitation.

2.4 Agency Satisfaction

There were 23 students who reported an agency contact. Of those who reported a contact, 74% indicated satisfaction with their interface, 21.7% indicated an unsatisfactory communication, and 4.3% declined to comment.

Of the 23 who had an agency contact:

17 said the contact was satisfactory (74.0%)
5 said the contact was unsatisfactory (21.7%)
1 declined to comment (4.3%)

2.5 Suggestions for Improving Agency Services

The students offered the following criticism:

1. The time lag between applying and receiving services (intake procedure) could be shortened.

2. Agency personnel could be more courteous.

2.6 Agency Services Received

Services Received	Services Received by Percentage
Job Counseling	21.9%
Financial Aid	31.3%
Vocational Training	3.1%
Medical	12.5%
Family Counseling	31.2%

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	47%
No	51%
Don't Know	2%

3.2 Graduated - Terminated

58% graduated
42% terminated

Some personal reasons for school termination:

Joined Marines
Joined Job Corps
Joined Army
Rather work
Went to beauty college
Pregnancy
Wanted trade school
Peer group ridicule
Lack of credits for graduation
Ran away from home
Always in trouble at school

3.3 Year of Graduation

Of the 58% who graduated from the program:

5% graduated during the 1968-1969 school years
33% graduated during the 1970-1971 school years
26% graduated during the 1972-1973 school years
36% graduated during the 1974-1975 school years

3.4 Student Concerns - School Services that Could Have Helped

By Category:

Academic Classes
Counseling (Career)
Vocational Training
Personal Adjustment

By Specific Area:

Basic reading, writing, arithmetic
Auto body and fender class
Diesel mechanics
Time set aside for additional academic help
Electronics
Cashiering (at Vintage)
Less P.E. - more academics

3.4 Student Concerns - By Specific Area (continued)

- Practical vocational training
- Larger, longer career days
- Student tutors
- Drug abuse classes
- Money management
- Sex education classes
- More ROP
- Individualized teaching
- OJT instead of school
- How to fill out job applications
- Psychology - how to cope with hard bosses
- Business classes improved - typing, shorthand, etc.
- Trade training - other office practice
- Training and guidance in airline hostess field
- Banking procedures
- Less history - more survival
- How to do tax returns
- Emphasis on careers and what each career involves rather than just work experience
- Auto mechanics training
- Auto mechanics training for girls
- Woodshop for girls

3.5 Parent Concerns

Parents of LDG/EH students placed a big emphasis on academic areas for both first and second choices.

1st Choice	2nd Choice
70% Academic	70% Academic
Reading	Writing
Arithmetic	Arithmetic
30% Vocational	Reading
Trade Training	30% Vocational
	Work Experience

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

7.5% live alone
49.3% live with parents
1.5% live in foster homes
10.4% live with friends
29.8% live with spouse
1.5% Job Corps dormitory

4.2 Marriages - Divorces - Children

64.7% single
29.4% married
1.5% separated
4.4% divorced

28 children

4.3 Major Purchases Categories

Car	58.5%
TV	21.9%
Furniture	19.6%
Home (of those living alone or with spouse)	
Own	15.2%
Rent	84.8%

4.4 Social Information

19.1% attend church
11.8% belong to social organizations
13.2% attend evening school

4.5 List of Hobbies

Racing
Ceramics
Reading
Art
Camping
Cars
Auto Mechanics
Playing pool
Wood working
Football
Hunting
Water skiing
Electronics
Girls
Dog training
Hang gliding
Making rugs
Babysitting
Sailing
Drawing
Singing
Basketball
Guitar
Swimming
Models
Birds
Photography
Painting
CB radio
Sports
Snow skiing
Biking
Embroidery
Chess
Kung Fu
Boating
Hiking
Horseback Riding
Butterflies
Golfing
Crafts
Boxing
Motorcycles
Music
Flying
Baking
Fishing
Scuba diving
Tie dying
Archery
Lifting weights
Making flowers
Target shooting
Plants
Leather work

4.6 Travel - Longest Trip

0-75 miles	8.0%	226-300 miles	1.4%
76-150 miles	1.6%	301-375 miles	4.8%
151-225 miles	3.2%	376-1000 miles	80.9%

4.7 Arrest Record

44.1% indicated that at one time they were arrested.
11.8% are presently on probation.

The reasons for arrest were as follows:

Reckless driving
Shoplifting
Marijuana
Drunk driving
Rioting
Possession of Kung Fu sticks
Burglary
Assault with a vehicle

C. EMR

Introduction

The Educable Mentally Retarded (EMR) Program began approximately 10 years ago. Students with retarded mental development, who are educable but unable to profit from the regular classroom, are provided with special education programs designed to meet their individual needs.

The major purpose of the secondary school program for these students is to assist them to progress as far as possible toward becoming responsible, productive, and participating members of their community.

Course of Study Outline

1. Highly individualized counseling and guidance
2. Classroom work with skills that promote practical application of the basic school subjects
3. Integration into the regular school program when appropriate (mainstreaming)
4. On-campus work experience
5. Off-campus work experience

The Unified School District has a cooperative agreement with the State Department of Rehabilitation. The agreement allows for an allotment of case service monies to be utilized as follows:

1. Personal counseling
2. Vocational and academic testing
3. Medical/dental evaluations
4. Work evaluations
5. Vocational placements
6. Work incentive monies
7. Clothing allowances
8. Group counseling
9. Academic tutoring
10. Post-graduate case services

All students in special education programs that qualify for rehabilitation services based on state feasibility requirements receive the above services.

The students at the high school who do not qualify for rehabilitation services are mainstreamed into the Comprehensive Emplcyment Training Act (CETA) Program for work experience, as well as the Regional Occupation Program (ROP).

Each student receives the benefit of a comprehensive classroom vocational-academic program. The specific objectives for this level should include the development of the following:

1. Skills and attitudes for personal and social competence
2. Skills and attitudes for vocational competence
3. Emotional security and the ability to function independently
4. Understanding of the roles of members of the family and skills necessary for success
5. Activities that help students to become contributing members of the community

Special Education Staff
Vintage High School

A total of 185 students represent the EMR target group as surveyed by the Special Education Research grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

55.7%	of the questionnaires were completed and returned
2.2%	refused the interview
39.5%	we were unable to contact
2.6%	were deceased

We have divided the information received from the questionnaires into the following categories:

1.0 Job Related Information
2.0 Community Contacts Information
3.0 School Information
4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

The average hourly wage of those students who were working was $3.18, with a high hourly rate of $9.80 and a low hourly rate of $2.00.

1.2 Current Employment

We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of Labor Market

Those students defined as out of the labor market category are either homemakers or those who have decided not to enter the competitive labor market for work.

	Males	Females
Working Part Time	1.0%	2.0%
Working Full Time	35.0%	14.5%
Unemployed	16.5%	10.7%
Out of Labor Market	2.9%	17.4%

Totals:		
	Working Part Time	3.0%
	Working Full Time	49.5%
	Unemployed	27.2%
	Out of Labor Market	20.3%

1.3 Number of Months Unemployed

The average number of months of unemployment of the 28 students recorded in the unemployed category is 10.3 months of unemployment. Of those who are classified as currently out of the labor market, the average number of months out of the labor market force is 11 months.

1.4 Number of Months Needed to Get a Job After Graduation

A high percentage of students obtain employment within the first six months after graduation. Almost 20% of the students cannot obtain employment for at least a six-month period following graduation.

0-6 months	81.0%
6 months - 1 year	7.1%
Over 1 year	11.9%

It is significant to note the high placement rate during the first six months after leaving school. This target group has had the benefit of the State Department of Rehabilitation.

1.5 Vocational Desires

The students recorded as unemployed indicated they desire to go to work. Seventy-eight and six-tenths percent would like to work full time, 14.3% would like to work part time, and 7.1% did not respond. Perhaps the State Department of Rehabilitation and the Department of Employment can send representatives to speak with the students in the EMR Program and explain the eligibility requirements and the kinds of services that are available.

Of those who are unemployed:

78.6%	would like full-time work
14.3%	would like part-time work
7.1%	did not respond

All of those students categorized as out of the labor force, indicated they would not like to work at the present time.

1.6 Job Satisfaction

There were 54 students recorded as working in the EMR target group. Ninety-two and six-tenths percent reported they are satisfied with their jobs and 7.4% reported they are not satisfied with their jobs. Perhaps the secondary EMR teachers could explore with the students' job satisfaction and dissatisfaction with the related reasons.

1.7 Source of Jobs

We have divided the source of jobs section into six categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper
6. School

The students attributed 41.8% of their job acquisitions to category 1, 12.6% to category 2, 2.5% to category 3, 31.7% to category 4, 2.5% to category 5, and 8.9% to category 6.

1.8 Salary or Job Advancement

Of those students working either part time or full time, 55.5% recorded a salary and/or job advancement during 1974-1975. This could account for the recorded level of satisfaction in Item 1.6.

1.9 Fired - Quit

Out of the total research population of 103, 14.5% recorded they were fired, 55.3% recorded they were never fired, and 30.2% recorded this question as N/A.

Thirty-nine and eight-tenths percent recorded they had quit a job at one time, 30.1% said they had never quit a job, and 30.1% answered N/A.

1.10 Union Affiliation

Fourteen and five-tenths percent answered N/A, 64.1% said they had never been affiliated with a union, and 21.4% said they had been affiliated with a union.

1.11 Job Termination 1974 and 1975

The students involved in full-time and part-time work, as well as those recorded as unemployed as of the date of the questionnaire, made 123 job changes during a 24-month period in 1974 and 1975. There are three reasons for termination that have the highest percentages. They are: (1) Laid off, (2) Quit - no reason given, and (3) Personal family situation.

Moved	7.3%
Not enough money	5.7%
Unhappy with work	1.6%
Advancement	4.9%
Unhappy with employer	2.4%
Personal family situation	10.7%
Laid off	28.5%
Fired	8.9%
Company closed	2.4%
Quit - no reason given	27.6%

Some personal reasons for termination:

Getting married
Nervous breakdown
Couldn't afford commute
Travel
Enlisted in armed forces
Physical problems

1.12 Transportation

Licenses: Fifty-one have a license (49.5%).

Of the 49.5% who have licenses, 95.9% have their own car or access to a car.

1.12 Transportation (continued)

Each one of the EMR students takes a Driver Education class prior to enrollment in the Driver Training car phase. The students must meet the requirements of passing the final, which is a collection of state tests, before entering the car phase.

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Potential Community Referrals Made by Research Assistants

Children's Center
ROP - Trade Training
Napa Junior College Skill Center
North Bay Regional Center
Department of Rehabilitation
Recreation Group
Big Sisters

Thirty-five student referrals were made to community services by project research assistants. Sixty percent of the referrals were made to the State Department of Rehabilitation.

2.2 Financial Aid

Yes	32%
No	68%

Percentage based on those answering yes

S.S.I.	70.6%
Welfare	20.6%
Unemployment Insurance	5.8%
ATD	3.0%

2.3 Help from a Community Agency

Yes	48.5%	indicated they did receive help
No	51.5%	indicated they did not receive help

No. of Contacts	Agency	Percentage
4	Welfare	6.6%
38	Rehabilitation	61.3%
10	North Bay	16.1%
2	Family Services	3.2%
6	Medi-Cal	9.6%
1	Reading Clinic	1.6%
1	Marriage Counseling	1.6%

The State Department of Rehabilitation has played a significant role in providing case services to this target group. Perhaps this accounts for the recorded employment rate of 52%.

2.4 Agency Satisfaction

There were 50 students who reported an agency contact. Of those who reported a contact:

78%	indicated the contact was satisfactory
12%	indicated the contact was unsatisfactory
2%	are still waiting for a contact
8%	declined to comment

2.5 Suggestions for Improving Agency Services

The students offered the following criticism:

1. Improve follow-up on students after cases are closed.

2. Shorter time lag between application and receiving services.

3. Agency personnel could be more courteous.

2.6 Agency Services Received

Services Received	Percentage
Job Counseling	42.6%
Financial	7.8%
Vocational Training	10.9%
Medical	6.9%
Family Counseling	25.6%
Educational	4.7%
Unknown	1.5%

The high percentage of job counseling, family counseling, and vocational training appears to make a significant difference when compared with target groups (Teen Mothers) not receiving these services.

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	62.2%
No	29.2%
Don't Know	8.6%

3.2 Graduated - Terminated

70.9%	graduated
29.1%	terminated

Graduation requirements appear to be based upon the classroom teacher's subjective evaluation of the pupil's achievement level on both an academic and vocational basis.

Some personal reasons for termination

Wanted a trade - not academics
Went to state hospital
Would rather work
Didn't like special education teacher
Joined Army
Too much busy work given
Not interested
Didn't like school rules
Father forced her to live on her own, therefore she had to go to work
Lack of credits for graduation (credits not required)

3.3 Year of Graduation

Of the 70.9% who graduated from the program:

8.2%	graduated during the 1966-1967 school year
13.7%	graduated during the 1968-1969 school year
31.5%	graduated during the 1970-1971 school year
23.3%	graduated during the 1972-1973 school year
23.3%	graduated during the 1974-1975 school year

3.4 Student Concerns - School Services That Could Have Helped

By category:

Academic Classes
Counseling (Career)
Vocational Training
Personal Adjustment

By specific area:

Closer tabs on student progress
Career counseling
Religion classes
Reading class

3.4 Student Concerns - By specific area (continued)

- More mechanics
- Fireman training (on the job)
- Law enforcement (on the job)
- Basic 3 R's
- More secretarial - dictaphones
- Too much bullshit
- Technical vocational classes - computer programming
- English
- Health
- Job training with city and county construction
- More work experience
- Field study classes
- Individualized help (smaller classes)
- Some type of "job expectation" class. What do employers expect?
- Speech therapy
- Spelling class
- More typing
- Homemaking (more) for special education
- Should have option to attend trade school or academic school
- Don't mix welding and machine shop
- How to balance checkbook, life survival type of financial class
- Better, more complete welding equipment
- Driver training - stick shift
- Prenatal and postnatal care classes
- Let students sign up to work in cafeteria (cashiering, food preparation, cleanup, nutrition, etc.)

3.5 Parent Concerns

Parents of the EMR students placed equal importance on both academic and vocational competencies.

Student Needs:

1st Choice

- 50% Academic
    - Reading (40%)
    - Writing (10%)
- 50% Vocational
    - Trade Training (30%)
    - Work Experience (10%)
    - Money Changing (10%)

2nd Choice

- 50% Academic
    - Writing (20%)
    - Arithmetic (30%)
- 30% Vocational
    - Job Applications (20%)
    - Job Interviews (10%)
- 20% Social
    - Develop social skills (10%)
    - Driver Training (10%)

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

11.7%	live alone
41.7%	live with parents
4.9%	live in foster homes
13.6%	live with friends
28.1%	live with spouse

4.2 Marriages - Divorces - Children

68.0%	single	
28.2%	married	28 Children
3.8%	divorced	

4.3 Major Purchases Categories

Car	47.4%
TV	27.2%
Furniture	25.4%

Of the 39.8% who live alone or with their spouse:

Own Home	14.3%
Rent	85.7%

4.4 Social Information

21.1%	attend church
13.6%	belong to social organizations
11.7%	attend evening school
82.0%	watch TV

4.5 List of Hobbies

- Refinishing furniture
- Roller skating
- Painting
- Radio
- Snow Skiing
- Water Skiing
- Reading
- Puzzles
- Sewing
- CB Radio
- Music
- Horses
- Stamp Collecting
- Racing
- Macrame
- Children
- Cats
- Fishing
- Hunting
- Models
- Cars (mechanics)
- Records
- Embroidery
- Dancing
- Motorcycles
- Writing
- Plants
- Knitting
- Ceramics

4.6 Travel - Longest Trip

0-75 miles	7.8%	226-300 miles	2.9%
76-150 miles	-0-	301-375 miles	1.7%
151-225 miles	-0-	376-1000 miles	87.6%

4.7 Arrest Record

Twenty-seven percent of the EMR students indicated that at one time they were arrested. Six and nine-tenths percent indicated they are currently on probation.

The reasons for arrest were as follows:

- Drunk driving
- Drunk in public
- False arrest
- Fighting
- Stealing a transmission
- Loitering
- Drugs
- Auto theft
- Burglary
- Hitchhiking

D. TMR

Introduction

The program for trainable mentally retarded services is to maximize the ability of the student to live in the community as an alternative to the traditional path of institutionalization.

While the goal will vary from individual to individual, it is best said that the overriding goal is to develop the largest degree of independence possible.

To that end, some will be prepared for semi-independent working situations, others for sheltered work situations and still others for playing a contributive role in a home environment. In all cases, a closely monitored developmentally based program is used to assist the student in reaching his or her fullest potential.

James Kennedy
Wintun School

TMR

A total of 63 students represent the TMR target group as surveyed by the Special Education Research Grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

68.3%	of the questionnaires were completed and returned
1.6%	refused the interview
28.6%	we were unable to contact
1.6%	were deceased

We have divided the information received from the questionnaires into the following categories:

- 1.0 Job Related Information
- 2.0 Community Contacts Information
- 3.0 School Information
- 4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

The average hourly wage of those students working comparatively is $2.00. Many of these students are working in a sheltered workshop environment receiving variable wages based on a piece rate basis.

1.2 We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of Labor Market

Those students defined as out of the labor market category are either homemakers or those who have decided not to enter the competitive labor market for work.

	Males	Females
Working part time	4.7%	-0-
Working full time	32.5%	32.5%
Unemployed	14.0%	2.3%
Out of labor market	4.7%	9.3%

Totals:		
	Working part time	4.7%
	Working full time	65.0%
	Unemployed	16.3%
	Out of labor market	14.0%

1.3 Number of Months Unemployed

The average number of months of unemployment of the 7 students recorded in the unemployed category is 12 months of unemployment. Of

1.3 Number of Months Unemployed (continued)

those who are classified as currently out of the labor market, the average number of months out of the labor market force is 12 months.

1.4 Number of Months Needed to Get a Job After Graduation

Statistics show that at least 49% of the students took from 0-6 months to get a job.

0-6 months	48.8%
Over 1 year	4.6%

The remainder could not remember how long it took to get a job after graduation.

1.5 Vocational Desires

The students recorded as unemployed indicated they desire to go to work. Fifty-seven percent would like to work full time, 43% would like to work part time. Perhaps the State Department of Rehabilitation and the Department of Employment can send representatives to speak with the students in the TMR program, and explain the eligibility requirements and the kinds of services that are available.

Of those who are unemployed:

57%	would like full-time work
43%	would like part-time work

All of those students categorized as out of the labor market indicated they would not like to work at the present time.

1.6 Job Satisfaction

There were 30 students recorded as working in the TMR target group. One-hundred percent reported they are satisfied with their jobs.

1.7 Source of Jobs

We have divided the source of jobs section into six categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper
6. School

The students attributed 13.3% of their job acquisitions to category 1, 0 to category 2, 10% to category 3, 10% to category 4, 0 to category 5, and 66.7% to category 6.

1.8 Salary and Job Advancement

Forty percent recorded they did not receive a salary or job advancement. The remainder of the population did not answer in the affirmative. In explaining this situation, we need to consider the inability of parents and students to evaluate whether or not salary and advancement took place, if the placement was in a sheltered workshop. If workshop staff did not communicate advancement, it might be difficult for the student and parents to respond to this section of the questionnaire.

1.9 Fired - Quit

Out of the total research population of 43, 33% indicated they were never fired, 28% indicated they never quit a job, and 5% indicated they did quit a job at one time.

The remainder of the population (67%) answered the question as N/A. They never quit a job, nor were they fired.

1.10 Union Affiliation

Eighty-one and four-tenths percent indicated they are not associated with a union; none of the students ever associated with a union. The remaining 18.6% indicated N/A. Part of these respondents never worked, therefore, probably considered the question as not being applicable.

1.11 Job Termination 1974 and 1975

The students involved in full-time and part-time work, as well as those recorded as unemployed as of the date of the questionnaire, made 13 job changes during a 24-month period in 1974 and 1975. There are two reasons for termination that have the highest percentages. They are: (1) Unhappy with work, and (2) Personal family situation.

Moved	21.4%
Not enough money	-0-
Unhappy with work	28.6%
Unhappy with employer	7.1%
Advancement	-0-
Personal family situation	21.5%
Laid off	14.3%
Fired	-0-
Company closed	-0-
Quit - no reason given	7.1%

1.12 Transportation

Licenses - None.

27.9% rely on parents for transportation
41.9% rely on bus system
30.2% rely on taxis

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Potential Community Referrals Made by Research Assistants

The Research Assistants did not make referrals to community agencies. The majority of the students are receiving ongoing community aid.

2.2 Financial Aid

Yes	95.3%
No	4.7%

Percentage based on those answering yes:

S.S.I.	80.5%
Welfare	20.6%
Unemployment	-0-
AB	2.4%
Rehabilitation	4.9%
AFDC	-0-
ATD	-0-

2.3 Help from a Community Agency

Yes	83.7%
No	16.3%

Agency	Percentage of Contacts
Welfare	42.5%
Rehabilitation	19.1%
North Bay	14.9%
Medical	8.5%
Other	15.0%

"Other" category includes:

Easter Seals
Crippled Children Services
Napa State Hospital
Department of Health

2.4 Agency Satisfaction

There were 41 students who reported an agency contact. Of those who reported a contact:

51.2% indicated the contact was satisfactory
12.0% indicated the contact was not satisfactory
36.8% declined to comment

2.5 Suggestions for Improving Agency Services

The students offered the following criticism:

1. Improve follow-up on students after cases are closed.

2.5 Suggestions for Improving Agency Services (continued)

2. Help more by giving more money.
3. Improve transportation system.
4. Applications should have larger print.
5. Better follow-up on clients that went through Rehabilitation.

2.6 Agency Services Received

Services Received	Percentage
Job Counseling	9.4%
Financial	18.8%
Vocational Training	3.0%
Medical	18.8%
Family Counseling	50.0%

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	79%
No	14%
Don't Know	7%

3.2 Graduated - Terminated

1 student reported that he graduated.
1 student reported that he terminated.

The remainder of the students (4) attend Wintun School. Wintun does not give a certificate of graduation. The teacher in charge indicated that if the students were given diplomas, they would not be eligible for additional vocational services.

Some personal reasons for termination:

- Bored with classes
- Didn't like school pressures
- Didn't like being touched
- Didn't like associating with retarded

3.3 Year of Graduation

This section is not applicable.

3.4 Student Concerns - School Services That Could Have Helped

By Category:

- Academic Counseling
- Counseling (Career)
- Vocational Training
- Personal Adjustment

By Specific Area:

- Reading
- Writing
- Arithmetic
- Speech Therapy
- More male teachers
- Better work projects (girl type)
- Group therapy
- Teach how to sign name
- Sex education
- Janitorial training
- Separate high and low functioning students
- Better vocational training

3.5 Parent Concerns

Parents of TMR students divided their first choice of priorities equally between academic and vocational categories.

1st Choice	2nd Choice
50% Academic	
Reading	
Homework	
Arithmetic	
50% Vocational	80% Vocational
Trade Training	Work Experience
Work Experience	Job Applications
	Trade Training
	Money Changing

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

59.5%	live with parents
38.1%	live in foster homes
2.4%	private institution placement

4.2 Marriages - Divorces - Children

All of the students reported that they are presently single. Two of the 43 may be getting married. They, as well as their parents, are being counseled by a social worker on a weekly basis.

4.3 Major Purchases Categories

Car		-0-
TV		28.6%
Furniture		8.6%
Home:	Own	-0-
	Rent	-0-

4.4 Social Information

88.4%	watch TV
55.8%	attend church
4.7%	attend evening school
41.9%	belong to a social organization

4.5 List of Hobbies

Flower arranging
Yarn art
Models
Collects pencils, pens and notebooks
Cooking
Knitting
Plays with dolls
Writing
Track
Gardening
Jigsaw puzzles
Bowling
Doing dishes
Singing
Make jewelry
Breaking things
Vacations
Dancing
Water skiing
Fishing
Chickens
Biking
Woodworking
TV
Sewing
Picture books
Music
Coloring
Camping
Running vacuum cleaner
Embroidery
Eating
Guitar
Records
Work a lot
Crochet
Football
Swimming
Yardwork
Boating
Sports

4.5 List of Hobbies (continued)

Radio
Reading
Drawing
Visiting grandparents
Cutting
Baseball
Helping mom
Loves children
Archery
Movies
Copy printing
Cars

4.6 Travel - Longest Trip

0-75 miles	14%	226-300 miles	7%
76-150 miles	-0-	301-375 miles	-0-
151-225 miles	-0-	376-1000 miles	79%

4.7 Arrest Record

Two percent of the target group indicated they were arrested at one time. Two percent are presently on probation.

The reason for the arrest is as follows:

Breaking and entering

E. VH

Introduction

The purpose of the program for the blind in the Napa Public Schools is to assist both the visually impaired students and the regular classroom teacher. The program has two main functions; to provide a trained resource teacher who understands the procedure to the regular classroom and also the problems of the blind students, and to provide materials for teaching the special skills needed by the students in the school program.

The duties and obligations of the resource teacher are to:

1. Teach the skills which are vital to the blind.
2. Assist students in coping with the program.
3. Provide and obtain materials and information which will assist him in his education.

The program is designed to help the child, to put him on a more equal basis with his classmates.

The curriculum of the program must be flexible to meet individual needs. Individual problems, personalities, and adjustments determine the direction of the individual. The choice of the social offerings is a joint decision of pupil and teachers.

A brief glance at the curriculum shows that students may need help with:

1. Braille
2. Typing
3. Spelling
4. Arithmetic
5. Reading
6. Use of recorded material
7. Use of tape recorder
8. Mobility
9. Efficient living skills
10. Personal problems
11. How to listen to the spoken word and to sounds
12. How to take class notes
13. How to keep a class notebook
14. How to study
15. How to outline
16. How to find information in the community and library
17. General information all blind persons should know.

The program accommodates students at all grade levels, kindergarten through high school. The same resource teacher visits these schools daily.

In order that the secondary students may receive class credit for the time in which they receive special services and instructions, the class is named Special Problems. The class is similar to other classes. A grade and special assignments of individual interest are given.

Lynn Brooks
Vintage High School

VH

A total of 15 students represent the VH target group as surveyed by the Special Education Research grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

66.7%	of the questionnaires were completed and returned
6.7%	refused the interview
26.6%	we were unable to contact

We have divided the information received from the questionnaires into the following categories:

1.0 Job Related Information
2.0 Community Contacts Information
3.0 School Information
4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

We recorded information on two students. One student indicated he received a piece rate with a minimum of $2.00 per hour. The other indicated an average hourly rate of $2.50.

1.2 Current Employment

We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of Labor Market

Those students defined as out of the labor market category are either homemakers or those who have decided not to enter the competitive labor market for work.

	Male	Female
Working Part Time	10%	-0-
Working Full Time	10%	10%
Unemployed	20%	20%
Out of Labor Market	-0-	30%

Totals:		
	Working Part Time	10%
	Working Full Time	20%
	Unemployed	40%
	Out of Labor Market	30%

1.3 Number of Months Unemployed

The average number of months of unemployment of the 10 students recorded in the unemployed category is 8.25 months of unemployment.

1.3 Number of Months Unemployed (continued)

Of those who are classified as currently out of the labor market, the average number of months out of the labor market is 12 months. Only two-thirds of this group are classified as homemakers. The remainder in this category will be referred to the Department of Rehabilitation.

1.4 Number of Months Needed to Get a Job After Graduation

The students who are working (40%) reported they obtained employment within a six-month period. The remaining percentage accounts for the unemployed and out of the labor market (60%).

0-6 months	100%
6 months - 1 year	-0-
Over 1 year	-0-

1.5 Vocational Desires

The students recorded as unemployed indicated they desire to go to work. Fifty percent would like to work full time, and 50% would like to work part time. Perhaps the State Department of Rehabilitation and the Department of Employment can send representatives to speak with the students in the VH program, and explain the eligibility requirements and the kinds of services that are available.

Of those who are unemployed:

50%	would like full-time work
50%	would like part-time work

All of those students categorized as out of the labor force indicated they would not like to work at the present time.

1.6 Job Satisfaction

Of the three currently working, all appeared to be satisfied with their work.

1.7 Source of Jobs

We have divided the source of jobs section into six categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper
6. School

The students attributed 33.3% of their job acquisitions to category 1, 33.3% of their job acquisitions to category 2, and 33.3% of their job acquisitions to category 4.

1.8 Salary or Job Advancement

Of those students working either part time or full time, 33.3% recorded a salary and/or job advancement during 1974-1975, 33.3% received no salary or job advancement, and 33.3% did not give this information.

1.9 Fired - Quit

Out of the total research population of 10, 10% recorded they were fired, 30% recorded they were never fired, and 60% recorded this question as N/A (i.e., they never worked).

Forty percent recorded they have never quit a job, 60% answered N/A.

1.10 Union Affiliation

Ten percent said they had been affiliated with a union, 30% said they had never been affiliated with a union, 60% answered N/A.

1.11 Job Termination 1974 and 1975

The students involved in full-time and part-time work, as well as those recorded as unemployed as of the date of the questionnaire, made four job changes during a 24-month period in 1974 and 1975. The reasons for termination were:

Laid off	75%
Fired	25%

The one person who was fired never returned to the labor market.

1.12 Transportation

The VH target group relies on three methods of transportation: taxis, bus, parents' vehicle. Greater emphasis was placed on the first two areas.

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Potential Community Referrals Made by Research Assistants

A referral was made to one student (10%). The Research Assistant indicated the State Department of Rehabilitation may be of assistance.

2.2 Financial Aid

Yes	60%
No	30%
Decline to answer	10%

Percentage based on those answering yes

S.S.I.	72%
Aid to the Blind	28%

2.3 Help from a Community Agency

Yes	70% indicated they did receive help
No	20% indicated they did not receive help
Decline	10% declined to answer

2.4 Agency Satisfaction

There were seven students who reported an agency contact. Of those who reported a contact:

72% indicated the contact was satisfactory
28% indicated the contact was not satisfactory

2.5 Suggestions for Improving Agency Services

The students offered the following criticism:

1. Improve services by offering vocational training.

2. Provide more personal counseling.

3. Improve intake procedures.

4. Improve financial aid amounts.

2.6 Agency Services Received

Services Received	Percentage
Job Counseling	16.6%
Financial Aid	16.6%
Medical	8.3%
Family Counseling	16.6%
Education	41.9%

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	50%
No	50%

3.2 Graduated - Terminated

70% graduated
30% terminated

Personal reason for termination:

Went to California School for the Blind

3.3 Year of Graduation

Of the 70% who graduated from the program:

-0- graduated during the 1964-1965 school year
14.3% graduated during the 1966-1967 school year
-0- graduated during the 1968-1969 school year
28.6% graduated during the 1970-1971 school year
14.3% graduated during the 1972-1973 school year
42.8% graduated during the 1974-1975 school year

3.4 Student Concerns - School Services That Could Have Helped

There was one comment made by the VH group:

We need more concerned teachers.

3.5 Parent Concerns

Student Needs:

1st Choice

50% Academic Reading	50% Vocational Trade Training

2nd Choice

50% Academic Writing	50% Vocational Job Interviews

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

-0- live alone
60% live with parents
-0- live in foster homes
10% live with friends
30% live with spouse

4.2 Marriages - Divorces - Children

70% single
30% married
-0- separated 6 children
-0- divorced

4.3 Major Purchases Categories

Car	13.3%
TV	6.6%
Furniture	22.0%
Of the 30% who live with their spouse:	
Own home	-0-
Rent	100.0%

4.4 Social Information

60% watch TV
30% attend church
30% belong to social organizations

4.5 List of Hobbies

Guitar
Music
Fishing
Radio
Astrology
CB radio
Cars
Aquariums
Fish
Swimming
Reading
Motorcycle riding
Skiing
Cutting trees

4.6 Travel - Longest Trip

0-75 miles	10%	226-300 miles	-0-
76-150 miles	10%	301-375 miles	10%
151-225 miles	-0-	376-1000 miles	70%

4.7 Arrest Record

Ten percent of the VH students indicated that at one time they were arrested. Ten percent declined comment on whether they were arrested and/or were on probation.

Reason for arrest:

Possession of alcohol

F. D/HH

Introduction

The program for the hearing impaired was started on high school level in the fall of 1972 at Vintage High School. This is a self-contained classroom offering English courses, math, science, and social studies to those students unable to cope with integration into the regular academic program. On the other hand, those who can handle it are encouraged to enroll in the regular classes and come only to our special program for classes in which they need special help and reinforcement not possible in the regular program.

Because of the wide range in grade levels - second through high school - it is necessary to work frequently on a one-to-one basis or in small groups. A student's progress is not judged by comparing him with others in the program. Ways must be found so that students can move along in the curriculum at their own rates of growth without being labeled as failures. The accent is on the positive; on the abilities of the students rather than their problems. To promote unity, we attempt to pull together as many students as possible into one subject area at least one period a day.

The curriculum is consistent with the use of the oral method of instruction insofar as it is possible. Where needed, finger spelling and signs are added.

Audio-visual aids are very essential to our program. We definitely accent the audio aspects in all our studies but, of course, the visual is very important to hearing impaired students and so we supplement our studies with films on a regular basis. Another piece of equipment which is most important is the overhead projector. Transparencies used are both "homemade" and commercial units. All subject areas are taught or reinforced with the overhead and, therefore, it is in use every day.

Field trips have always been and still are, especially on an extended level, an important part of our program. We look upon them not only as a means of furnishing first hand experiences in acquiring knowledge, but also opportunities for developing and handling social skills. These extend trips also furnish a means for budgeting and handling money. The follow-up involves much written language.

Another very valuable and essential part of our program is the vocational training and work experience program to which our students are exposed as soon as they are ready. Without this, there would be no future in the job world for some of our students.

As a result of our high school program, I expect the students to:

1. Better understand the world in which we live.
2. Show interest in what is going on around them - seek out facts on their own through reading newspapers, magazines, books.
3. Function in a hearing world.

4. Develop self-confidence and improve self-image.

5. Improve language skills and increase vocabulary.

6. Handle everyday math problems: buying, handling a checking account, budgeting, interest, etc.

7. Develop independence, responsibility, and social skills necessary to function in adult life.

8. Develop skills to hold a job.

9. Obtain and hold employment after leaving the high school program.

Mary Justl
Vintage High School

D/HH

A total of two students represent the D/HH target group as surveyed by the Special Education Research grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

66.7% of the questionnaires were completed and returned
33.3% we were unable to contact

We have divided the information received from the questionnaires into the following categories:

1.0 Job Related Information
2.0 Community Contacts Information
3.0 School Information
4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

The average hourly wage of those students who were working was $2.00 per hour.

1.2 Current Employment

We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of Labor Market

	Males	Females
Working Part Time	-0-	-0-
Working Full Time	50%	-0-
Unemployed	50%	-0-
Out of Labor Market	-0-	-0-

1.3 Number of Months Unemployed

There is one person unemployed; we have no data on the number of months he has been in this classification.

1.4 Number of Months Needed to Get a Job After Graduation

One student indicated it took over one year to get a job after graduation.

1.5 Vocational Desires

One student indicated he would not like to work now.

1.6 Job Satisfaction

One student indicated he is satisfied with his job. The second student is unemployed.

1.7 Source of Jobs

We have divided the source of jobs section into six categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper
6. School

The one response attributed job source success to his friends.

1.8 Salary and Job Advancement

There is one indication of advancement.

1.9 Fired - Quit

One person indicated he was never fired, but that he quit work at one time.

1.10 Union Affiliation

There was no union affiliation recorded.

1.11 Job Termination 1974 and 1975

The students indicated they were terminated by being laid off (once) or quit (recorded five times). There was a total of six job changes in two years.

1.12 Transportation

Licenses - One has a license. One student has a car or access to a car. Students have the ability to use the city bus or taxi system.

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Potential Community Referrals Made by Research Assistants

Children's Center
ROP - Trade Training
Napa Junior College Skill Center
Department of Rehabilitation
Recreation Group
North Bay Regional Center

No referrals were made by Research Assistants.

2.2 Financial Aid

One student indicated that he does receive financial aid. The other said he does not receive financial aid.

The type of aid recorded is S.S.I.

2.3 Help From a Community Agency

Both said yes, they did receive help from a community agency. One stated that North Bay provided services. The second student declined to identify the agency(ies) that have helped.

2.4 Agency Satisfaction

Both students reported an agency contact. One indicated the contact was satisfactory, one indicated the contact was not satisfactory.

2.5 Suggestions for Improving Agency Services

There were no student responses.

2.6 Agency Services Received

One service indicated was Family Counseling.

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	50%
No	50%

3.2 Graduated - Terminated

One student graduated. One student terminated.

The Project Coordinator was informed by the teacher that the student who did not respond to the questionnaire graduated and is working. Therefore, two students have graduated.

Reason for Termination

Moved to sheltered atmosphere.

3.3 Year of Graduation

One student graduated in 1975.

3.4 Student Concerns - School Services That Could Have Helped

By Category:

Academic Classes
Counseling (Career)
Vocational Training
Personal Adjustment

By Specific Area:

More vocational training
Smaller classes
Less paper work to get into work experience
Individualized teaching
Manual labor classes

3.5 Parent Concerns

Parent concerns of the D/HH stressed a vocational emphasis for a first and second choice.

1st choice	2nd choice
Trade Training	Work Experience

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

Both students are living alone

4.2 Marriages - Divorces - Children

Both students are single

4.3 Major Purchases Categories

Car - 1 purchase
TV - 1 purchase

4.4 Social Information

One student indicated that he watches TV, and both attend church.

4.5 List of Hobbies

Fishing
Woodworking
Puzzles
Traveling
Watching TV

4.6 Travel - Longest Trip

376-1000 miles - Both recorded this category.

4.7 Arrest Record

No arrests recorded

G. OH

Introduction

The following course description was submitted by the teacher of the orthopedically handicapped class:

Description of Student Population

The class is composed of children displaying a variety of disabilities and an age range of 10 to 15. Currently, the population is 100% male. There is a male aide who is indispensable.

Specific Disabilities

There are two epileptics, both with learning disabilities and ambulatory; one spina bifida, wheelchair bound; three cerebral palsies, one with severe learning disabilities and ambulatory, one minimal learning disabilities and wheelchair bound, one ambulatory with speech problems; one muscular dystrophy in an electric wheelchair; and one incontinent and possible learning disabilities.

Academic Program

Each child's program is based on his individual needs and levels of performance, as well as interest. In other words, in a class of eight, there are eight individual programs as well as different levels (grade-wise) of ability within each program. A child may be learning at a second grade level in spelling, third in math, and seventh in reading.

Pre-vocational and Life Experience Program

Recently, the class decided it was necessary to rearrange the classroom to include a Career Center/Store. They spent an entire day carrying furniture from one end of the room to the other and achieved our goal. The Career Center contains information on jobs - interviewing, application writing, information on types of jobs for areas of interest, etc. Also, it includes information from the Regional Occupational Program which we visited a couple of months ago.

The fact that it is also a store arose out of the desire for each student to have a job of some responsibility on the school grounds. The payment would be in the form of a script paycheck. In order for the students/employees to have motivation, the script needed value, hence a school store.

Student Job Descriptions

Group discussions or meetings were held before students chose the jobs they would like. During the meeting, we discussed job reliability and responsibility - get there on time, do your best, etc. We also decided on the payment schedule for each type of job. As the jobs were selected, the student received a job description and training for his job. So far, the following are the jobs the students have:

CP - Wheelchair: Answers the telephone in the office during the secretary's lunch break and takes messages.

Epileptic - Ambulatory: Sets up film projector when movies are shown to my class or other classes.

CP - Athetoid, Ambulatory: Store Manager and classroom floor maintenance.

Epileptic - Ambulatory: Assists janitor and has specific responsibilities.

CP - Mild Ambulatory: Assistant Store Manager and ditto duplicator.

Muscular Dystrophy - Wheelchair: Banker, Paymaster, Editor of the newspaper.

Internal Problems - Ambulatory: Bathroom maintenance.

Spina Bifida - Wheelchair: Attendance taker.

Each "employee" is responsible for marking his own time card when he leaves for his job and when he returns. In this way, some of my pupils who cannot tell time are learning to do so.

Upon receiving their paycheck, they usually deposit it in their bank account. They have to go to the bank during bank hours.

Each student also has a "checking account" to use in making store purchases. In this way the student learns how to make out checks (we made them, but they are accurate), spell numerals, sign their name, and generally manage money.

There are even a few students who do not have social security numbers. We are in the process of filling out the appropriate forms to apply for one.

So far, we are pleased with the responsiveness on the part of the students. They enjoy having jobs and enjoy receiving money to use as they like. Already some of them have bought gifts for brothers and sisters as well as for themselves.

Note: No students were prepared on the OH target group in as much as all the students are currently enrolled in the program, and none have graduated thus far. The students in this target group do not qualify for the recommended research population.

H. Transitional

Introduction

The Transitional Program (a four-year) began in 1970. The purpose of the program was to accommodate and provide services to those students who no longer qualified for the EMR program and who may have been stigmatized by special education labels. The maximum I.Q. allowable for an EMR program was changed by legislation. This required many students having a higher I.Q. to be placed in the Transitional Program. The teacher assigned to the program tutored and counseled the students for a maximum of two periods each day while they were mainstreamed into the regular classes.

The teacher who administered this program felt that the legislation, as it pertains to the situation in Napa, was ill-advised because services to students were de-emphasized and course credits and grades were over-emphasized. During these four years, career education did not make a significant impact on the lives of the students in the unified school district. The teacher further indicated that at least 20% of the EMR students were routinely moved back into "regular" classes before the Transitional Program was started.

F. Rocco Ruggiero (Terminated)
Silverado Junior High School

Transitional

A total of 22 students represent the transitional target group as surveyed by the Special Education Research grant for fiscal year 1975-1976. The percentage breakout of returned questionnaires is as follows:

41%	of the questionnaires were completed and returned
9%	refused the interview
50%	we were unable to contact

We have divided the information received from the questionnaire into the following categories:

1.0 Job Related Information
2.0 Community Contacts Information
3.0 School Information
4.0 Personal-Social Information

1.0 JOB RELATED INFORMATION

1.1 Average Hourly Wage

The average hourly wage of those students who were working was $4.35, with a high hourly rate of $6.21 and a low hourly rate of $2.50.

1.2 Current Employment

We have divided the employment categories into four areas:

Full Time
Part Time
Unemployed
Out of Labor Market

	Males	Females
Working Part Time	22.2%	-0-
Working Full Time	22.2%	11.1%
Unemployed	22.2%	22.2%
Out of the Labor Market	-0-	-0-

Totals:

Working Part Time	22.2%
Working Full Time	33.3%
Unemployed	44.4%
Out of the Labor Market	-0-

1.3 Number of Months Unemployed

The average number of months of unemployment of the nine students recorded in the unemployed category is six months of unemployment. None were recorded as out of the labor market.

1.4 Number of Months Needed to Get a Job After Graduation

Seventy-eight percent of the students took from 0-6 months to get a job after graduation or termination from school.

0-6 months	78%

1.5 Vocational Desires

The students recorded as unemployed indicated they desire to go to work. Eighty percent would like to work full time, 20% part time.

1.6 Job Satisfaction

There were five students recorded as working in the Transitional target group. Eighty percent recorded they are satisfied with their jobs, and 20% reported they are not satisfied.

1.7 Source of Jobs

We have divided the source of jobs section into six categories:

1. Self
2. Friends
3. Parents/Relatives
4. Community Agencies
5. Newspaper
6. School

The students attributed 42.8% of their job acquisitions to category 1, 28.6% to category 2, 14.3% to category 3, and 14.3% to category 4.

1.8 Salary and Job Advancement

Of those students working either part time or full time, 80% recorded a salary and/or job advancement during 1974-1975. This could account for the recorded level of satisfaction in Item 1.6.

1.9 Fired - Quit

Out of the total returned questionnaires (9), 11.1% recorded they were fired, 33.3% recorded they were never fired, and 55.5% indicated the question was not applicable.

Forty-four and four-tenths percent recorded they had never quit a job, 55.5% recorded they had quit a job at one time.

1.10 Union Affiliation

Thirty-three and three-tenths percent answered they had been affiliated with a union, 44.4% said they had never been affiliated with a union, and 22.2% answered not applicable.

1.11 Job Termination 1974 and 1975

The students involved in full-time and part-time work, as well as those recorded as unemployed as of the date of the questionnaire, made four job changes during a 24-month period in 1974 and 1975. Three of the changes were as a result of being laid off and the fourth change occurred because the student was fired.

1.12 Transportation

Licenses - Seventy-eight percent have a license.

Seventy-eight percent own or have access to a car. The target group also indicated they are familiar with the bus and taxi systems.

2.0 COMMUNITY CONTACTS AND FINANCIAL AID

2.1 Potential Community Referrals Made by Research Assistants

Children's Center
ROP - Trade Training
Napa Junior College Skill Center
Department of Rehabilitation
Recreation Group
North Bay Regional Center

Referrals were made to 22.2% of the target group:

11% to the State Department of Rehabilitation
11% to community employers

2.2 Financial Aid

Yes	22.2%
No	77.8%

Percentage based on those answering yes:

Welfare	50%
Unemployment	50%

2.3 Help from a Community Agency

Yes	44.4%	indicated that they did receive help
No	55.6%	indicated that they did not receive help

Services Received	Percentage
Job	20%
Financial	20%
Vocational Training	20%
Family Counseling	20%
Education	20%

2.4 Agency Satisfaction

Satisfied	66.7%
Not Satisfied	33.3%

3.0 SCHOOL INFORMATION

3.1 Has school helped you in the preparation for the world of work?

Yes	33.3%
No	29.2%
Don't Know	37.5%

3.2 Graduated - Terminated

70.9% graduated
29.1% terminated

Some personal reasons for termination

Quit to go to work
Arrested
Peer group ridicule

3.3 Year of Graduation

Of the 55.5% who graduated from the program:

1 graduated during the 1972-1973 school year
4 graduated during the 1974-1975 school year

3.4 Student Concerns - School Services That Could Have Helped

By category:

Academic Classes
Counseling (Career)
Vocational Training
Personal Adjustment

By specific area:

More concerned teachers
Vocational training
Educational services

3.5 Parent Concerns

Parents of the Transitional students totally emphasized vocational choices as a major concern.

Student Needs:

1st Choice:	2nd Choice:
100% Vocational	100% Vocational
Vocational Training	Work Experience
Job Applications	Job Interviews

4.0 PERSONAL-SOCIAL INFORMATION

4.1 Living Arrangements

55.5% live with parents
11.1% live in foster homes
33.4% live with friends

4.2 Marriages - Divorces - Children

88.8% single
11.1% married

Children - No data

4.3 Major Purchases Categories

Car	75.0%
TV	12.5%
Furniture	12.5%

Home: One student owns a home, none rent

4.4 Social Information

66.6% watch TV
25.0% attend church
8.4% belong to social organizations

4.5 List of Hobbies

- Tapes
- Records
- Music
- Motorcycles
- Animals
- Crochet
- Mechanics
- Sewing
- Baseball
- Macrame
- Bowling
- Swimming
- Biking
- Water skiing
- Horseback riding
- Archery
- Shop
- Soccer

4.6 Travel - Longest Trip

0-75 miles	22.2%	226-300 miles	-0-
76-150 miles	11.1%	301-375 miles	11.1%
151-225 miles	-0-	376-1000 miles	55.5%

4.7 Arrest Record

Forty-four and four-tenths percent of the Transitional students indicated that at one time they were arrested, 55.5% indicated they have never been arrested. Eleven and one-tenth percent are on probation.

The reasons for arrest were as follows:

Dangerous drugs
Auto theft
Runaway

III. PROGRAM IMPROVEMENTS

A. Program Critique by Target Group

1. Teen Mothers

The research staff was very impressed with the Teen Mother program. The master teacher obviously displays a great deal of warmth, caring and understanding for the students. In addition to these qualities, the teacher possesses excellent counseling skills needed to deal with the individual problems and concerns of her students. A great deal of respect and praise for the teacher was expressed by many of the students interviewed.

A major concern of the Teen Mother program communicated by parents, students, administration and research personnel was the lack of pre-vocational and vocational program support service offered.

The students would like to be actively involved in vocational courses, however, that raises several interesting concerns. Who will take care of the baby while the mother is away from the Teen Mother's Center participating in training? What is the status of the nursing mother relative to initiating involvement in training and child care responsibility while in training?

The Teen Mother program could become an on-site high school campus located center. This should not necessarily preclude the opportunity of program placement in a "regular classroom" as opposed to a "tin can" trailer placed on an isolated southwest corner of the school as are many special education programs.

The advantages of an on-site high school campus program would include the following:

1. Access to all vocational classes
2. Use of the career center
3. Improved facilities
4. An opportunity to share supplies and ideas with the faculty
5. Close proximity of the children while mothers are in class

The possible disadvantages could include the following:

1. The Teen Mothers may not feel comfortable in a high school atmosphere.
2. Perhaps after moving to the campus all of the on-site advantages may not outweigh the benefits of an off-campus program.

Another alternative would be to physically move the program to the Junior College. The rationale being that the college has a greater flexibility in numbers and types of classes offered as well as class scheduling; vocational testing and training; and the atmosphere of the college ostensibly provides a more comfortable environment for the Teen Mother student. The problems of child care while the student is attending classes could be resolved by enrolling the toddlers into an existing campus child care center.

The last alternative would be to maintain the program as it currently exists, separate and unequal.

In considering the above alternatives, it is recommended that formation of a decision-making strategy team consisting of the teen mother, teacher and students, as well as the administrator, review the alternatives and draw conclusions that would improve the delivery of services to the student.

Another expressed area of concern was the lack of administrative support. Administrators rarely visit the program. It was made clear that a stronger interface with the administration would definitely improve communication and correct problems related to curriculum.

A major region of concern is the state education code restrictions and/or the districts interpretations relative to student dismissal from the program at the time the baby reaches six months. The teacher reports that at least twelve teen mothers were asked to leave the program because of the code requirements. The strategy team could respond to this problem by researching alternatives for legislative action.

If a mother is asked to leave, she must then find a babysitter in order to return to the regular school program. The financial burden placed on the teen mother is, often times, greater than one can manage. School termination or enrollment in night classes for the high school equivalency (G.E.D.) diploma become the remaining options.

Perhaps an interest survey could be taken of all high school students in Napa to determine if there is justification to develop a toddler care program. "Education for Parenting" could be a worthwhile program that would serve a dual purpose. It would provide students with child care information and practical experience. An internship or a teacher assistantship would enable students to receive the practical experience. Secondly, the student interns would provide the needed extended care for the toddlers thereby relieving the mothers to attend vocational classes. There may be a desire on behalf of community agencies to develop a maternal child health and nursery school program within the school system.

The teen mothers have the highest unemployment rate (44%) and the lowest employment (23%) of all target groups. The students that are unemployed indicated that they want full-time work (63%) with the remainder desiring part-time work (37%).

Sixty-four percent record salary and/or job advancement and 100% report job satisfaction.

Seventy-five percent have auto licenses. Sixty-five percent do not receive financial aid (almost equal to those reporting salary advancement) and 57% are not receiving community agency service. Those that received services (73%) reported they were satisfied with services.

Forty-seven percent indicated that school has helped them prepare for the world of work; 37.7% said no; and 14.8% indicated that they did not know.

Twenty-eight percent indicated they were arrested at one time and 54% report they have graduated.

Please see additional comments in the conclusion section.

2. LDG/EH

One of the major concerns of this target group appears to be finances. The teacher would like to have additional funds to improve the curriculum. Specific areas where improvement is needed included the reading program and career education (materials dissemination and vocational testing).

It was further concluded that the high school and school district need to coordinate and harmonize service objectives delivered to students. Administrative (both line and staff) responsibilities need to be well defined so that teachers and counselors know who to respond to and where to get answers to questions.

Parents of this target group need to become supportive of what the teacher is trying to accomplish. They need to become actively involved in the educational plans of their children.

At the present time, vocational placement (work experience) is provided by two sources; the State Department of Rehabilitation and the Comprehensive Employment Training Act (C.E.T.A.). Rehabilitation can only work with youngsters who have medically diagnosed disabilities as well as significant vocational handicaps. C.E.T.A. will only help get a job if their parents fall into the poverty class. Often times this works a hardship on a needy student in that he is aware of a C.E.T.A. sponsored job, however, he does not qualify if his parents earn more than the maximum allowed by the program.

Graduation requirements for the LDG/EH student are exactly the same as the "regular" student. There is no program flexibility as there currently exists for the EMR students. EMR teachers decide at a meeting whether or not a student graduates. This allows for total flexibility in changing classes any time during the year to meet the employer needs in the community. Unfortunately, the LDG/EH students are locked into rules and rigid state regulations that serve only to diminish successful vocational experiences.

The LDG/EH students have the second highest average hourly wage, $3.99/hour.

Combined full and part-time employment is at 56%. Unemployment is 32.5%, approximately six times the unemployment rate for the county. The percentage out of the labor market is 11.5%. Of those unemployed, 95% want full-time work and 5% want part-time work. The job satisfaction level is at 76%, and more than 70% recorded salary and/or job advancement, which was almost identical to the job satisfaction response.

Auto licenses have been earned by 80%. Seventy-eight percent do not receive financial aid, and 66% have not received community agency services. The least impact by community services was made toward this target group. Those that received agency help report a 74% rate of satisfaction.

Fifty-one percent report school has not helped them toward preparing for the world of work.

The LDG/EH group reports an arrest record of 44.1%. This is almost as high as the transitional students (44.4%).

Additional comments will be made in the section covering conclusions.

3. EMR

The researcher is most familiar with the EMR target group. For several years prior to and during the research project, an ongoing working relationship has been established with these students.

For many years, this group has had the opportunity of receiving the vocational benefits of the Department of Rehabilitation. Prior to the development of the school, cooperative agreement with Rehabilitation, we find that vocational priorities were accepted and implemented as early as 1964. The majority of community agency contacts and services received was through Rehabilitation.

The average hourly wage for the EMR group is $3.18 per hour, well above the minimum wage standard.

Combined full-time and part-time employment is at 52.5%. The rate of unemployment is at 27.2%, approximately five times the unemployment rate for the county. The percentage rate for out of the labor market is 20.3%. Of those unemployed, 78.6% want full-time work; 14.3% want part-time; and 7.1% did not respond. The job satisfaction level is at 92.6% and more than half, 55.5% record they receive a salary and/or job advancement.

Automobile licenses have been earned by 59.5% of this group, Driver Education and Training programs are available for this group.

Sixty-eight percent are not receiving financial aid, however, 48.5% have received community agency support with a reported 78% rate of satisfaction.

The second highest group to report school has not helped in the preparation for the world of work was the EMR group, at 62.2%.

Program suggestions by target group will be provided in the section covering conclusions.

4. TMR

The program for the Trainable Retarded children comes under the auspices of the Napa County Superintendent of Schools.

The Wintun School, which houses the TMR program is administered by a principal and a supervisor of activities.

The students begin their regular training at age three, and can attend classes through age twenty-one. At the time they reach 16 years, they enroll in the occupational training program for 180 minutes per day. The second, three-hour segment of occupational training comes under the auspices of the Regional Occupational Program.

ROP can accept TMR students beyond their twenty-first birthday for training. The program has been in operation at the Wintun site for five years. There are approximately 34 students presently enrolled. The ROP coordinator for the handicapped indicated that in the last year, job surveys have been completed in the following areas:

1. Carpenter's helper
2. Landscaping
3. Custodial worker

Four students have completed the required 500+ hours of training. Two of the four students are currently employed on a competitive basis, without wage subsidies, doing competitive work.

It is the opinion of the researcher that both of the administrators supervising at the Wintun site agree their primary concern is to make the TMR student useful in the home environment. That social competency (performing simple household tasks) and community living skills are the initial curriculum priority.

The administrators were most familiar with the occupational training program offered by the Wintun staff. The emphasis is on the following: development of work habits and skills, safety, following directions, motor coordination, responsibility, and all of the elements that make up the work personality.

The comparative statistics chart indicates the following information:

1. An average hourly wage, which varies from piece rate (sheltered employment) to $2.00 per hour. The researcher was informed after the information was tallied that there is a TMR student working at Mare Island as an "oiler" earning a wage of $1,000.00 per month.

2. Sixty-nine percent of the TMR students are presently working. The workshop reports approximately 75% of those working are currently placed at their rehabilitation facility. The facility has 90 clients and a 12% placement record. Of the 12% placed, 20% to 30% are TMR clients. The workshop coordinator reports a placement officer may be hired shortly.

3. There is a 30% unemployment rate recorded, 57% of this group would like full-time work and 43% desire part-time work.

4. All of the students report job satisfaction and 40% report no salary or job advancement.

5. Apparently the students report no acquisition of licenses.

6. Ninety-five percent receive financial aid; and 83% have received other help from community agencies.

7. The TMR group reports the highest percentage of all groups in terms of agency satisfaction, 79%.

8. None of the students graduate with a diploma.

9. Sixty percent of the students live with their parents and none report being married.

10. Only 2% reported ever being arrested.

The conclusion and recommendations sections will include additional comments.

5. VH

At the present time, the resource teacher for the visually handicapped responds to two students at the high school and four students at the junior high school level.

Mr. Brooks has offered a critique of his own program. Two suggestions were made: (1) It may help to bring in a mobility instructor to teach mobility training and orientation; and (2) The program is in need of an opticon. This is a video machine that electromechanically identifies words and changes the print into embossed letters.

It was also felt that some type of community public relations campaign should be designed and disseminated in order to improve the level of public awareness concerning the visually handicapped.

The comparative statistics chart gives the following information:

1. The average wage paid is $2.25 per hour.
2. Thirty percent are working full or part time. The unemployment rate is at 40%, with a recorded 30% out of the labor market.
3. All those that are not working desire employment. One-half indicated full time and the rest, part time.
4. All of the students recorded job satisfaction. One-third recorded receiving salary or job advancement and one-third said they did not.
5. Sixty percent received financial aid and 70% received other community agency help. Those that did receive agency help indicated a satisfaction rate of 72%.
6. Fifty percent felt school has helped them prepare for the world of work and the remainder (50%) indicated that it did not.
7. Seventy percent graduated and 30% did not.
8. Sixty percent live with their parents and 30% record they are married.

The research team has not been able to identify a vocationally oriented program component associated with the visually handicapped curriculum, nor is there an ongoing school cooperative or ROP service meeting the needs of the visually handicapped. Vocational exploration, career education, work experience and work evaluation appear to be nonexistent.

Please see conclusions and recommendations.

6. D/HH

The Deaf and Hard of Hearing program began in 1972 at the secondary level. The statistics indicate that one student has graduated and one has terminated thus far.

For three of the five years, the program has operated out of a "classroom" the size of a walk-in closet at best. Students were seated in hallways taking instruction.

Presently, the program has a much improved housing arrangement. The students have a room located next to the campus library and adjacent to the Visually Handicapped room. If the teacher needs to give a lesson on a one-to-one basis, she will utilize the Visually Handicapped classroom.

The teacher of this program has been nominated as the California Special Education teacher of the year. Not only is she a dedicated teacher during school hours, but many hours are spent with students and parents after hours as well. Through her community work, she has enlisted the support of the Soroptimist Club, which donates money to the program. Field trips to the Grand Canyon, San Diego, Mexico, Vancouver, B.C. and many other interesting areas have taken place mainly due to the efforts of this teacher.

The teacher has indicated program improvement was needed in three areas:

1. A full-time speech therapist is needed.
2. We need room to move around in. So much individualized work can be disturbing to students in small areas.
3. I would like to have work experience available to all students who wish it.

The Regional Occupational Program (ROP) has been most helpful in terms of integrating the students into vocational classes. The ROP coordinator informed the research staff that an interpreter/ facilitator for the deaf and visually handicapped will be hired. This will enable these students to participate in a summer school work experience program.

7. OH

The Orthopedically Handicapped program is administered by the office of the Napa County Superintendent of Schools.

The program which is in its fifth year, is housed in the Theodore Roosevelt Barracks of the Veteran's Home located in Yountville.

There are eight students (all male) currently enrolled in the program. None of the students have been in the program a sufficient number of years to have graduated. Therefore, the only data collected was the recording of teacher opinions for the purposes of improving the existing programs.

The first concern expressed was directly related toward the allocation of budget funds for transportation. It is the opinion of the teachers that they are "stuck" in Yountville. There is no student exposure to career job sites in the community. It is most important that the students familiarize themselves with careers through awareness, exploration and career experience phases. The need to observe successful people competing in the job labor market that have similar disabilities and handicaps would be most important.

Mainstreaming was cited as an excellent means of providing the most appropriate education. This would certainly have to be explored as an alternative to the present situation. The teacher felt that her time could be maximized as a resource teacher. The students would be at an advantage in that they could become student-clients of Rehabilitation and receive the vocational benefits of the career center and ROP sponsored trade classes. To this date, there has been a marginal interface between the OH program and career education/rehabilitation programs and facilities.

8. Transitional

The program for the transitional students was terminated in 1974.

The following statistics were based on those students affiliated with the transitional program during its operation.

1. The highest average hourly wage was recorded by this target group ($4.35).
2. The unemployment rate is at 44%, 10% higher than the overall average.
3. All of those unemployed desire employment. Full time at 80%, and 20% want part time.
4. Eighty percent record they are satisfied with their job and the same percentage recorded a salary and/or job advancement.
5. Auto licenses were obtained by 78%.
6. Seventy-eight percent never received financial aid, however, 44% did receive service from a community agency. Those that had an agency contact report a 67% satisfaction.
7. Thirty-seven percent did not know if school helped them in the preparation for the world of work; 29% said "no"; 33% said school has helped.
8. The graduation rate was higher than the overall overage and tied for first place with the EMR and Visually Handicapped target groups.
9. Fifty-five percent are currently living with their parents and 33% live with their friends. The remainder live in foster care homes. Eighty-eight percent are presently single.
10. The transitional group has the highest incidents of arrest at 44.4%. The overall overage is 26%.

In as much as the transitional students came from the EMR programs, we have made the following analysis.

Transitional students have an average hourly wage that is higher by $1.17.

Overall employment is about the same. The EMR group have a higher full-time rate and lower part-time rate of employment. Although

44% of transitional are unemployed, the EMR have a combination unemployed out of the labor market figure of 47%.

Transitional record a greater job dissatisfaction although there is a higher record of salary and/or job advancement.

Licenses of the transitional group exceed the EMR group by 28.5%.

More financial aid was reported to be given to the EMR, and about the same number received a community agency service. A higher percentage of transitional students were dissatisfied with agency services.

The same percentage from each group has graduated and terminated.

More EMR students have a higher marriage and divorce rate.

The transitional students have a higher arrest rate.

The overall statistics show similar achievement in forms of: employment, job acquisition within the six months after school, unemployed desiring full-time work, help received from community agencies, and the percentage that have graduated and terminated.

Major differences occur in the following areas: Percent of full-time employment, job satisfaction, salary and/or job advancement, automobile licenses, financial aid received from a community agency, agency satisfaction, degree which school helped in work preparation, mental status and records of arrest.

1.2	FULL TIME	33.3	49.5
	PART TIME	22.2	3.0
	UNEMPLOYED	44.4	27.2
	OUT OF THE LABOR MARKET	--	20.3
1.4	0 - 6 MONTHS	78.0	81.0
	6 - 1 YEAR	22.0	7.1
	1 YEAR PLUS	—	11.9
1.5	FULL TIME	80.0	78.6
	PART TIME	20.0	14.3
	NO RESPONSE	--	7.1
1.6	SATISFIED	80.0	92.6
	UNSATISFIED	20.0	7.4
1.8	YES	80.0	55.5
	NO	20.0	44.5
	NO RESPONSE	—	—
1.12	LICENSES	78.0	49.5
2.2	YES	22.2	32.0
	NO	77.8	68.0
2.3	YES	44.4	48.5
	NO	55.6	51.5
	DECLINE	—	—
2.4	SATISFIED	66.7	78.0
	UNSATISFIED	33.3	12.0
	DECLINE	—	* 8.0
3.1	YES	33.3	62.2
	NO	29.2	29.2
	DON'T KNOW	37.5	8.6
3.2	GRADUATED	70.9	70.9
	TERMINATED	29.1	29.1
4.1	ALONE	--	11.7
	PARENTS	55.5	41.7
	FRIENDS	33.4	13.6
	HUSBAND/SPOUSE	—	28.1
	DORMITORY (PRIVATE)	—	--
	FOSTER HOME	11.1	4.9
4.2	SINGLE	88.8	68.0
	MARRIED	11.1	28.2
	SEPARATED	—	—
	DIVORCED	—	3.8
	NO. OF CHILDREN	*	28.0
4.7	ARRESTED	44.4	27.0

B. Critique of Teacher/Administrator/Agency Interviews

After a thorough review of the teacher/administrator/agency reviews, the county director of Research, Planning and Evaluation offered the following remarks which do not necessarily reflect the opinion of the county superintendent or research staff:

The data indicates, given some typical school and community situations, and some unique problems of its own that the guidance program in Napa is providing a standard guidance service at an average or perhaps better than average level of competency for students of special education. As a matter of fact, considering the lack of central leadership and coordination of the total program, the staff is to be commended for the excellence of its services. On the other hand, the school system is not obtaining as high a degree of efficiency and productivity as reasonably should be expected from its guidance program. It is just not known if the carryover benefits of post-school adjustment of special education students is really taking place in terms of gainful employment, etc., such as to become a productive person to himself and others. The responsibility for this relative inefficiency must be shared by the guidance department, instructional staff, school administration, and the school board itself. The reasons for these conclusions and consequent suggestions for remediation are numerated and discussed in specific detail below:

1. In my opinion, many of the apparent difficulties, occasional criticisms and inefficiencies of the guidance program are due to an all-too-apparent lack of clarity and unity of purpose in its various individually praiseworthy efforts. There is, first of all, a discrepancy between how counselors actually use their time and how they feel they should be using their time.

2. And secondly, there is a lack of philosophical focus to the program. Some of the activities of the guidance department are preventively oriented and some are crisis oriented: some are group based and some are consultant based. The community, the school board, teachers, parents and students all demand to receive guidance services and all are to some degree dissatisfied with the service that they receive.

3. Furthermore, because counselors are expected to implement policies that effect in different ways the various populations such as, parent, administrators and students, they are often put in the position of being the "whipping boy" for the consequences of decisions actually made by others. For example, implementing, sectioning and schedule changing policies, intervening in conflicts between students and teachers, all place the counselor in the position of interpreting the intentions or mediating the consequences of the often ambiguous policies of another person. In these ambiguous situations someone - teacher, student, administrator - is usually dissatisfied with the result of the interpretation or mediation, and guidance is held responsible for their discontent. What is needed is a

method of clearly defining what it is that guidance counselors can and cannot do, and a means of implementing these agreed upon functions. Therefore, it is recommended that:

a. The school board should request a guidance staff, provide a statement of guidance philosophy with consequent goals in counselor roles, and that the interested party then agree on what function guidance will fulfill in Napa's schools. The guidance department then should be held accountable for the achievement of these functions and for the reporting for their efforts along these lines.

b. The administrative instructional components of the schools should be charged to clearly state and communicate their policies relative to such matters as instructional selection and program changing, so that students can administer themselves in these matters without counselor advocacy. When students truly need counseling in these areas, counselors would be immediately available, but the great mass of academic planning and changing is essentially a matter of the policies of the various instructional departments.

4. At the present time various members of the staff provide a variety of services somewhat according to their individual inclinations and their perceptions of what is needed. As a consequence, there is a lack of that focused team effort, which works to coordinate a set of predefined roles with a minimum waste of effort on minor problems and insoluble situations. In addition, the lack of specific role definition leads counselors to perform numerous non-professional tasks at professional wages. Therefore, I would recommend that:

a. Regardless of what guidance program orientation Napa eventually defines and espouses, serious consideration should be given to differentiated staffing in the guidance department. Such a policy would enable the department to maximize greatly its staff potential. Those counselors who are particularly able in, and inclined towards personal counseling, could do so while those counselors with other unique expertise and training could concentrate upon their skills. This type of staffing also would facilitate the accountability process.

b. Counselors should exercise some sort of system of self-discipline that will avoid dissipating their professional energies in discussing minor grievances that promise no specific resolution i.e., that they be more accountable for what they achieve in their precious counseling time.

c. Guidance responsibility should be organized into non-guidance functions, professional, para-professional, and clerical components; and that staff appropriate to these components be hired to perform their designated function.

5. Human development, specialization, school adjustment counseling, deliberate psychological education, and group counseling all represent worthwhile guidance concepts. But the potential contributions of and departmental responsibilities for these kinds of programs suffer when the programs are not a planned part of a unified pupil personnel program. For these efforts to be truly effective, all guidance type programs require a centralized direction which coordinates pupil personnel service components at each level and articulates all components from level to level. At the present time there is neither coordination of effort or articulation as students progress through their program and into the job world. The multiplicity of many departments and many activities represented in these fractionated guidance services contribute only to the overall dilution of guidance impact and follow through. Therefore, it is recommended that:

   a. There should be a greater degree of central coordination and guidance services.

   b. The roles of any specialized counselor should be defined. If they are guidance staff, they should take the prerequisite courses to become certified and be attached to the guidance department, if not, they should be made responsible to someone else in the administrative chain of command.

6. Frequently there are complaints voiced that have to do with poor communication. In essence what this suggests is that the guidance department has not:

   a. Made itself visible and easily available to students, teachers, and parents.

   b. Clarified to its various audiences what it wants to achieve and what it can or cannot do for them.

   c. Communicated to the school and to the community what it is or has been doing well.

   There are no regular vehicles for responsibly communicating with the administration staff, the students, or the community about guidance services. As a result, "public relations" is an easy endeavor to postpone, but at considerable cost when at later dates the guidance department is blamed for matters where it is either not responsible or not at fault. Therefore, we could recommend that:

   d. That the person in charge of pupil personnel services, if any, and any guidance chairman, etc. in special education integrate a planned, continuous program for regularly communicating what a few of their departments can do and what their accomplishments have been. This plan should include such items as:

1) Regular bulletins and newsletters to teachers and students.
2) School and local press releases on guidance accomplishments.
3) Annual and other regular reports to administration and the school board.

e. Counselors should work to improve their visibility and availability to students and teachers by getting out of their offices more and exploring counseling strategies in the job market that will put them in direct contact with more students and more teachers as they tend to place handicapped children.

7. Guidance service is a right of all Napa youth and they should expect the guidance department to reach out its program to them. Therefore, I would recommend:

a. Conscious efforts should be made to develop and implement a guidance based, career oriented program serving special education students with specific guidance staff assigned to the specialized areas.

b. Steps should be taken to designate or employ counselors who can serve the developmental broadly defined educational needs of these non-college bound youths in special education.

c. Self-directed search materials and computerized information retrieval systems such as the guidance information systems available through Houghton-Mifflin Company in Boston, should be seriously considered as an alternative to extensive individual information counseling and advisement for those who plan to go on to college.

In addition to the foregoing specific recommendations, two issues of a more general nature warrant consideration over an extended period of time. One concern lies beyond the immediate province and control of the guidance staff and the other may defy any alternative at the present time. Nonetheless, I feel obligated to propose the following recommendations:

d. Since many of the youth problems with which teachers and counselors have to deal are due to the failure of the school to be responsive to learning needs of all of its sub-populations, and because counselors are in a unique position to know what the personal and academic needs of all youth are, I would recommend that school administration expect from counselors information about student needs, and also offer them an active participation in curriculum revision and procedures on a continuing basis.

e. Specific locations and allocations of space to guidance functions are dependent upon the philosophy, goals, and functions of the local guidance program and its consequent counselor activities, e.g., a specialists' preventitive model implies the extensive availability of rooms for small group counseling.

General Pupil Service Functions

In addition to counseling service, discussed at length in the preceding section, four areas of pupil service are traditional and non-specific in nature:

1. Group and individual testing.
2. Recordkeeping.
3. Dissemination of educational and vocational information.
4. Placement referral and follow-up services.

In this section we will review these services as they are conducted in the Napa schools and propose recommendations for changes where necessary.

1. Group and individual testing

The administration of group and individual tests is the responsibility frequently assigned to the guidance function in schools. The role of the guidance personnel in test administration varies considerably among the school districts, ranging from situations where counselors play no part in testing to those where their monopolization of the procedure inhibits any use of the results by teachers. The Napa school system does not err in either extreme.

2. Recordkeeping

A systematic procedure for compiling and maintaining useful records of pupil performance and behavior is an important facet of school operation. Typically schools select or design forms for recording for each child the history of his academic performance, school attendance, social disposition, development progress, health and other selected data. Despite the widespread agreement on the importance of records and the efforts expended in devising the instruments for this purpose it is not uncommon to find dissatisfaction with some aspects of the information retrieval process. The records for each student should be maintained continuously through the grades and into the job situation. But you must have some cut-off point and the maintenance should become the sole responsibility of the guidance personnel regulating the dissemination of guidance department records and information to protect the rights of the students.

3. Dissemination of educational and vocational information

It is the historic responsibility of guidance departments to provide to students the information requisite to their making knowledgeable, vocational, educational, and personal decisions. For the most part this is the concern of the guidance department and the following indicates the major contributions in this area:

a. The informational opportunities provided to parents through group sessions and individual conferences.

b. Orientation programs for students as they progress into and from the middle grades.

c. There are generally adequate educational and vocational files at the senior school level, however, the program information suffers from the lack of a comprehensive plan for providing the continuous and appropriately timed flow of information to all kinds of students with all kinds of future interest. Therefore, the following recommendations would be in order:

There should be implemented a career education or at least an extensive career information program as previously outlined. Intrinsic to such a program would be the re-establishment of some type of human adjustment curriculum and other personal awareness activities. A curriculum guide and other decision making aids should be developed and instituted for students in their junior high school age to assist those students in thinking ahead.

4. Placement referral and follow-up services

Basic to the concern for the welfare of the individual pupils as they progress through and eventually leave the school system is the responsibility of the guidance services for: (1) the appropriate placement of students in their school classes and academic sections, and (2) their eventual placement into further education or jobs. Essential to this basic responsibility are the two supplementary tasks of referring students for help that the schools cannot provide and of conducting follow-up studies to ascertain how successful various placement activities have been.

Although there were occasional statements of dissatisfaction of services received by certain individuals or certain individuals in handicapped areas, I suspect that an excellent job is being done in a number of the areas. Information is provided and plans are discussed, recommendations are made, and students are individually monitored to assure that they have completed application procedures. The fact still remains, however, that few of our special education students are job-placed, so this area needs to be looked at for corrective action. In light of these several observations and comments that I have found in the papers, I would recommend that the guidance department should develop an evaluation plan to assess:

a. The effectiveness of guidance services in terms of stated goals.

b. Vocational and educational training needs of its youth. Specifically the following items should be included in such an evaluation plan:

1) A system for reporting back to the junior high grade levels the eventual consequences of pupil program plans made in the eighth grade and other instructional practices of the junior high school.
2) One and five year follow-up studies to find out what actually happens to dropouts and graduates.
3) A survey of the community (defined as the area within which students find their first jobs) job needs in terms of the potential or actual training offered at the high school level.

Philosophy and Organization of Guidance Service

At the present time several areas of special service in Napa lack the systematic structure representative of a responsible and accountable organizational framework. This should be no surprise. A community and its school system have attempted untiringly to furnish students with the services they require as the needs have arisen, the organization of those services is most likely to become increasingly disjointed as new functions and role positions are introduced. Napa seems to be a case in point, a community where the needs of students have been of paramount concern to the citizenry. Eventually, however, fragmentation reaches a stage where the prosperity of the system and of the varied program in question is threatened by the confusion of leadership and responsibility.

Present Organizational System

Viewed from an operational perspective, three vertical categories of service require organization and coordination from kindergarten through grade twelve for special education students:

1. Guidance counseling functions.
2. The programs for students with special needs.
3. The human development program with its concentration of emergent psycho-social problems.

The first category, guidance counseling functions, are the usual, typical guidance functions of one-to-one nature. They usually center upon children who are dysfunctional and disruptive in a classroom setting, and extends to a rather wide range of students, but primarily of less critical dimensions. The second category of which is our basic problem in your study, has to do with students in groups for mentally retarded, emotionally disturbed, etc., and other learning disabilities. However, there is a responsibility for daily welfare here, which falls upon the principal of a particular school where the students are housed. The third category, human adjustment and development, is rather new in the last few years, and usually provides information about drug education, and other areas of personal-social concern. Usually the emphasis is around crisis intervention, basically. Some of the newer trends here have to do with approval of a valued development program for students, and as such in trying to conquer local social problems. In summary you could say that present distribution of pupil services is organized into three separate umbrella areas, three types of services operated as distinct entities, each relatively incognizant of the plans and purposes of the other. No fault can be attached to this disparity because it has come about in a natural way from the sincere effort of the school and the administration to respond to students' needs as they arose in a recent decade of youthful turmoil and social change. The absence of organization, however, constitutes a serious threat to the goals towards which the operations are aimed.

Two Philosophical Positions and Models

Before examining specific organizational modes, brief attention is warranted to two pervasive considerations in the selection of a model: (1) the inherent problem of line and staff relationships, and (2) the presence of existing positions and loyal personnel. A line relationship is one that denotes an authority responsibility relationship between a higher and lower administrative echelon. A staff relationship indicates a planning and advisory relationship of one position to another. Every staff position has a line responsibility to some other position and may also hold a line position with respect to positions at a lower level. One common source of confusion in school systems stems from ambiguity in the designation of these relationships that creates uncertainty in the minds of the administrators, counselors, teachers, and others, about who is responsible to whom for what. In the models to follow the role position and its relationship to other positions will be defined as carefully as possible.

Model 1: Pupil Personnel Services Department and Director

The organizational model receiving almost universal support among authoritative spokesmen in the field of pupil services, are those models that establish a single, central director of pupil services. Model 1 establishes a department of pupil personnel services whose responsibility embraces full range of pupil services. The department stands as a centralized service proportioned to various schools at the discretion of the director in accord with the size of his staff and perception of need.

Model 2: Pupil Personnel Services Department and Director

Model 2 strongly resembles Model 1 in the establishment of the pupil personnel services department and the position of the director of pupil personnel services. The director is immediately responsible to the superintendent of schools.

Recommendations

The purpose of organization is to facilitate those functions instituted to implement a policy decision of the school board. The selection of an organizational model is, therefore, directly related to committee policy and the recommendations of this study are contingent upon committee decisions yet to be made. Those recommendations, however, are also related to the arguments for efficient, effective, and economical operation.

From the viewpoint of this observer in terms of program development and effectiveness of operation, I would suggest Napa maintain a single director model of organization. Choose between Models 2 and 1, or some variant of either. In electing between a policy of problem prevention verses crisis intervention, for the guidance counseling function success in school and society for all of the students, will undoubtedly require a measure of both. The question is mainly one of emphasis.

Conclusion

The major finding announced at the beginning of this document remains unchanged at the end. Guidance functions for special education students for career placement in general, have erred to date in Napa mainly in the attempt to do all things for all people. This fault, because that is what it is, can be held against the school board members and school administrators who have responded with alacrity to the needs of troubled youth in the hectic decade of the '60's. The present dissatisfaction with the status of pupil services in Napa can be viewed as a natural reaction of the school board and others to their perceptions of social change in the 1970's and to a commensurate change in the needs of students in school.

Consistent with local reactions, this study indicates several areas where change and approval are considered necessary and possible.

Policy guidelines for services in particular seem badly needed. The school administration should assume the leadership and participate in re-examination of a philosophy of guidance for the Napa public schools in general, and special education in particular. Participants should include the administrative leaders and pupil personnel services, and such others as the school may select. Serious consideration should be given to an emphasis on the prevention of student difficulty, rather than upon their remediation alone. The goal of their deliberation should be the formulation of policy statements sufficient to channel the efforts of guidance counselors without hobbling them.

Secondly, pupil personnel services in their entity should be reorganized under more centralized leadership. The preferred choices of organizational patterns are: Model 2, with a single director of pupil personnel and secondary guidance chairman primarily responsible to the respective schools and principals, and Model 4 with dual directors of personnel services, one for the elementary schools and one for the secondary schools. As an interim step, Model 5 with pupil personnel services at the secondary school level divided between department chairmen may be useful. In any reorganization the counselors should be accorded a more permanent status preferably through inclusion and the regular guidance department. Thirdly, the range of student clientele served by counselors should be broadened. In the lower grades, closer attention to the normal problems of normal children, calls for the addition of counselors at that level as soon as budgetary limitations will permit. At the secondary level greater concern should be shown for the total school population, especially for those not planning to attend college.

The resolution of the problems underlying the recommendations in this report is perceived as an exercise in the management of a great wealth of resources. Few communities have confronted the problems of youth so forthrightly or contributed to so generously to their alleviation with effort, money, and time. One responsibility of this study has been to assist and restore equalibrium and direction to these efforts, a responsibility the study hopes it has met through the deliberation embodied in the report

C. Teacher/Administrator/Agency Interviews

The teacher/administrator/agency interview comments have been displayed in a manner that would allow the reader to compare and contrast the respondents' remarks by category. The respondents receive an open-ended questionnaire with the following categories:

1. ACADEMIC
2. VOCATIONAL
3. COUNSELING
4. HOUSING
5. FINANCIAL
6. STAFFING
7. PROGRAM MATERIALS
8. COURSE SCHEDULING
9. FLEXIBILITY IN TEACHING COURSE CONTENT
10. COURSE GUIDELINES
11. COMMUNICATIONS
12. TRANSPORTATION
13. OTHER

Please see Item V, C.9, for the sample interview form used to collect the information.

1. ACADEMIC

Administrators

EH - More students need to be served, but we are limited by the 2% factor. There are two good teachers at secondary EH level. EMR - (only in district), we had a strong program until four or five years ago. Now there are weak teachers they cannot get rid of. TMR - (county only), they have good teachers that are doing good, unusual things that are not usually done with TMR's, such as senior level cooking, yard work, and darkroom photography. Teen Mothers - The teacher is very good. She goes out and gets service for the students that they would not ordinarily get. There is a good academic program for many different levels. OH - The county secondary program has good teachers. VH - The district teacher works with other teachers and students. (Most students wind up on the honor roll). OH - The county program has not graduated any students yet, but the teacher has great strengths. Transitional - This program did not work out. Deaf - The teacher has great strengths, except that the only method of communication utilized is lip reading (district teacher).

Strengths - It is good that EMR and EH programs are on campus. Weakness - Teen Mothers should be on campus. When a regular teacher takes a handicapped student into his class, there should be fewer students in the class. EH and EMR students do not have enough regular classes they can go into that they can be successful in.

Strength is in dedication and quality of teachers and good support from the Board and Superintendent. Weakness - There is a lack of immediate supervision of the teachers in most programs. There is a lack of curriculum development and refinement. We do not have specialists in teaching methods in each special area due to lack of staffing funds. The highest degree of curriculum development is in the EH program because it was developed later and financed better. Support for the teachers is spasmodic.

Since we receive only the lowest functioning people who do not qualify for vocational training, we do not have any academic teaching. Wintun should use the Ball, Stick and Bird reading method. At our activity center, we teach academic skills necessary for basic living (recognizing signs, etc.).

The EMR high school program needs more academics (although in due time they do have to concentrate on vocational). I am in favor of the vocational orientation at the high school level. EH is very strong. The hard of hearing high school teachers believe only in lip reading, which is great for some students, but the deaf need total communication. There should be a curriculum standardized for visually handicapped students.

When a particular person was here, we had an EMR class and the teacher was very good. They did low-level, high-interest work. I like mainstreaming better than separate classes. The student's ability in reading is the basic problem. Using tapes or being read to is better than being labeled retarded and put into a special class. St. Helena just had an EMR class, no TMR.

Administrators

Individual tutoring is good. It is better than remediation (EH classes). Elementary EH is the strongest - the teachers are better trained, more diagnostic, prescriptive. They developed a pupil assessment test by themselves. A Special Education Materials Center was developed by the LDG group. EMR teachers have needed some retraining. They are less academic oriented than they could be. Our aphasic teacher is a speech therapist and does good work with language. We have not had as much training in class organization as in speech therapy.

TMR students, when they have acquired the very basic academics, should be finished with academics. Then the emphasis should be on life skills and vocational skills. Too much academic testing is done with TMR students.

We are just coming to levels of sophistication with reading materials and are emphasizing academic skills. Improvement in terms of seeing how far students can achieve instead of not even teaching academics is our goal. The trade skills and vocational emphasis is equally important.

Teachers

EMR junior high teachers have four periods per day - all academics. We do not want to teach activities like homemaking because the students lack so much in academics. Also, the students have one period to go for any of the electives - shop, homemaking, and one period for P.E. We should have adaptive and regular P.E. for them. It would be better if we had more periods in the day for teaching and prep time. Students are mainstreamed when we believe they can handle regular low classes. Some teachers are apprehensive about accepting our students (mainly out of ignorance). I have never gotten a bad report on a student I mainstreamed. We need a reading specialist. When a student is low in one area, say reading preparation, it should not be up to the teacher to make up years of past work - they need a specialist.

Strength - The girls can learn what they choose within the framework of requirements and can get deep into the subjects. Most students start with a good knowledge of basic subjects, so they can pick up on their special interests. Weakness - We need different ways of getting credit. Math programs are too structured. We should be able to use other materials and workbooks. I think repeating math laps after students receive C's and D's the first time is stupid. I am pleased with the programmed consumer education course.

This is a tutorial program that helps visually handicapped students with their regular academics, but we have no particular academic program.

By the time TMR's have reached 15 or 16, their nervous system (of some students) can compensate for their handicap enough to get some academics. It is good that we have a specific academics teacher who can work with small numbers of children who can benefit. Primary teachers do not feel there is a continuum between elementary and secondary levels. Parents and others sometimes have unrealistic expectations of the child and school regarding academic achievement.

The academic program is average in terms of academic preparation. We have not gone into advanced math, etc., because it is not necessary. Basic knowledge and practical living skills are the most important.

Strengths - We can help students with their outside classes, help build their reading, and help keep them going to school. Outside classes give them the credits they need to graduate. Involvement in my class is increased because they do not feel dumb in discussions, etc. We give them practical knowledge they would not otherwise have. Weakness - I have to handle such a large variety of handicaps and trying to teach different subjects during one period is very difficult. Grouping a lot of behavioral problems in a class is poor classroom management. A one-to-one for them would be best, but financially impossible. The best we can do is to really motivate them and give them things they can accomplish.

By the time students reach high school age, I feel they have just about reached the level they will always stay at academically. We use their basic understanding in reading, writing, math, etc. for things that will always be needed in their daily life. Example: Checkbooks, how to read the driver's test, etc.

I have worked individually with students on all subjects. Students were forced into low group academic programs, which did not help them for future vocations. They could have done better in regular retarded programs. (Note: This program is no longer operating).

I give students who can benefit, individual or small group instruction. A weakness is trying to concentrate on academics with some students who will never benefit from it.

Weakness - None of the students are in the same place at the same time, so it is all individual study in history, science, and literature. It is really boring to teach with one person alone.

We have not had administrative directives on how much academics to stress. Academics are taught only as they are related to vocational competency. The state guide for special education says by senior high, time spent on academics is decreased and vocational time is increased. It is left totally up to the teacher how much academics to teach. At the end of ninth grade, the former teacher and psychologist should write an individual program on each student.

I teach all academic levels and subjects, so a lot of work is done on a one-to-one or one-to-two ratio. You find yourself spread very thin. Students work well with the individualized attention; however, it is very difficult to spread your time and effort equally among all students, allowing each one ample individualized instruction.

We provide a good review for students. We do a good job of mainstreaming (putting them into outside classes). We feel we are doing an adequate job

Teachers

of maintaining their academic skills and giving them opportunities to improve. However, our main job is not, and should not be, academics. Academics done in class are practical or work oriented, and this is good.

Agency Counselors

We can provide home tutors for students and some adults, but we do not like to do that. The schools should do that, as it is their field. We make referrals to student contacts for academics. Our relationships with the schools are good. The only formal way North Bay Regional Center works with schools is in the aides program for infants.

Schools should be teaching how to fill out applications, which includes filling out a blank application and taking it to the job so they do not have to sit there for three hours. Teach TMR's to write their names (for endorsing checks, etc.). Perhaps we could get students interested in reading, etc., if they used materials that really grab them, like driver training. We should teach students to tell time and use a time clock (at Wintun).

Emphasis on writing and reading is not adequate in that consideration was put on making reading levels higher. We need to put reading and writing to practical use such as in recipes, sewing patterns, etc. Teaching toward practical purposes makes students feel successful because they can see their progress.

Students need more integration with other students and classes. They need equal opportunities to be involved.

School Counselors

Under one teacher, special education was adequate. Right now, the LDG program is totally inadequate. Part of their academics, English, and math should have been work and living skill oriented. There was not that much career oriented education.

MH strength - The class is small, there is a lot of contact between teachers and students, and students are mainstreamed into regular classes as much as possible (which is a great deal). EH - We do not have supplies for a good academic program. Just two days ago, we got a full-time EH teacher, which is good. Students are mainstreamed a lot, which is good. The vocational counselor helps tutor them in their academics, which is very helpful (he is part of the ROP staff).

School Psychologists

Strength - We have individually tailored programs for capable students, and have specifically assigned an academic teacher who works with students in small groups. This is much better than having it done by the homeroom teachers. Follow-up between academic and homeroom teachers is good. This

School Psychologists

program catches the late bloomers, students who cannot learn academics in younger years, can learn in older years, and should not just be shoved into totally vocational programs. Weakness - The limited staff makes it possible to work only with the very most capable.

Each girl can set up her own contract. This contractual situation works well, as they can stop at any time and pick up at any time. With babies in the school (Teen Mothers Program), it would be hard for a mother to leave in the middle of a class and then come back and catch up later. Also, it would be too hard to leave during their time of delivery if they had to catch up with everyone else later. The contractual time arrangement is the only way it can work.

2. VOCATIONAL

Administrators

EH and EMR (district) programs are really lumped together, vocationally speaking. The programs have great strengths. Their main weakness comes when parents of students really do not want them to work. Teen Mothers - The program is not vocationally oriented, which is alright, because they go back into regular programs. VH - The parents want them all to go to college, so they do not have a very good vocational program, but they can enter the regular work program. Work Experience: TMR - I would like to see the school contract more with the community workshop for services. OH - The one child who graduated went to PSI and is still there. Parents and hard of hearing students do not seem to be interested in vocational training. Job Training - EH and EMR offerings are sufficient. TMR has some problems with ROP. We need to start a county-operated vocational workshop, rather than relying on PSI for work experience.

Work Experience - Strengths: EMR and TMR develop skills through work experience for getting jobs. On-the-job training is very good. The weaknesses are the attitudes among people in the world of work who do not want to hire the handicapped. Improvement is needed in the area of promoting job awareness early and helping them in career decision making at an earlier age (like 12-14 years of age), because they do not have as many choices as regular kids. Trade Training - Weakness: We could explore more types of trades and offer training in more areas (in relation to the job market in the area). Strengths - Trade Training is especially fitted to students depending on what their handicap is.

It is much better since ROP opened. The future looks even brighter. Work Experience - The Department of Rehabilitation has made school more meaningful for those in work-study; it builds up students' sense of self-worth. Trade Training - Much of this training is at other schools and transportation is a problem. Also, the students are late to leave here.

There is not much being done on career preparation at elementary levels, even for the regular students. At the junior high level, special education students do get into some workshops, but it depends a lot on the teachers. If you do not have an understanding teacher, then a special education student who cannot read cannot get in. There is no regular "formal" program of vocational education for special education students.

We have ROP, which is good for these students. This ROP is supposed to ready students for the work world. Students are supposed to leave and work on their own, but in reality, only about 15% can ever work on their own and they need a sheltered workshop. Many move on to PSI, but there are those who will either forever stay with ROP or not work at all.

The cooperative agreement with vocational rehabilitation is the greatest strength and commitment to vocational training and work experience. The greatest weakness is the degree to which the curriculum is related to vocational training. The EMR program has the strongest effort, but it is not as developed as the other programs. We would like to provide some vocational

2. VOCATIONAL (continued)

services to the other programs. The EMR program is outstanding. Work Experience - See Work Coordinator for details.

The Sheltered Activity Center does basic pre-vocational training in job attitudes, etc. I have not seen that the Wintun students have had any understanding of work attitudes at all. The Sheltered Center teaches about the paycheck for work done.

There is a tutor for handicapped students through the ROP program.

Teachers

The program is very good. The lack of transportation contributes to lack of on-site work exposure and work experience. Work Experience - They have good work experience opportunities. Those who have the ability to work are generally placed by graduation. Trade Training - We wish there was more available for the students and more exposure to various trades by field trips. The problem is due to a lack of time and funds. Tenth graders do not get enough exposure. It is good that, whenever possible, they go into trade classes on campus.

The vocational program is quite adequate. Tenth and eleventh grades should have vocational exploration switching jobs. There is a tendency to leave a student at a job he likes, even as early as the tenth grade. In his senior year, he could choose or come back to the one he really decides he wants. Work Experience - This is related to the above remarks. Trade Training - We need to provide extra tutoring for those who take trade training. We would almost need a personal tutor to go with them to help them through.

We do not have any vocational program, unless a girl comes in and is already plugged into it through the regular school. Most of the girls are interested in becoming mothers. If a training program is started, it should be more than just secretarial. Work Experience - We do not have this program. We would need someone to babysit and set them up in jobs. Trade Training - This is non-existent. We would need a person to come in, especially to do special training.

We would like to teach daily living skills - we need more time. We work with the Work Coordinator to get the students vocational training or work experience.

Work Experience - This is fragmented without the staff knowing the students' long-range goals. Long-range goals should be set up at an early age by a coordinating committee to fit the students for this community. At early ages we should see where they could fit into the community and prepare them for it. There is no follow-up after they leave the school. The coordinating committee should start pre-vocational training making long-range plans at the time the student enters primary schools (include parents in the committee). We should know what is going to happen to the students at least in the first two years (what jobs are available, what social training do they need, etc.), after they leave school. These needs should be broken down into teachable skills which they can learn at Wintun. We should have a good pre-vocational evaluation by the time the student is ready to leave. Regarding the state park, which is proposed on the land near the state hospital, Senator Dunlap should be contacted and asked to reserve the path building and landscaping

Teachers

for the handicapped. We could also get involved in other park maintenance and city maintenance. We need a person who goes out and gets contracts and large group jobs - then the students could be trained for these jobs in advance. We should work with the parents from beginning to end.

We go through agencies like CETA to get work experience and high school credits. Work Experience - We would like someone to come in and talk to the students about employment - people who are handicapped and are completely independent and employed. Trade Training - I could teach secretarial skills. We do have a woodshop, but other than that, the students would have to get trade training in college or when they get back into the regular high school program.

Strength - The Department of Rehabilitation, ROP, and CETA work with us. Work Experience - We work through other agencies and Napa Valley Unified. Trade Training - There is not enough trade training and I do not feel qualified to teach trade training.

I teach "survival" type material to help with vocational, such as filling out job applications, job interviews, etc. Students relate well to these subjects. Our program is working well in these areas. Work Experience - We work through and with Rehabilitation to provide some type of work for these students. The Work Coordinator does follow up on the job placement periodically to see how placement with that particular job is working out. Trade Training - We have contacts with rehabilitation, job training, etc. All this, plus the work experience, works out well.

Weakness - We have a large turnover in aides because they have not been trained with TMR's and they either do a bad job and get fired, or they get discouraged and quit - so they do not have success with the students. Possibly, the wage scale is too low to attract qualified people. There should be inservice training for the supervisors. Work Experience - The biggest strength is that they go out in crews with a supervisor. They could never succeed going out alone. Trade Training - ROP has too great an expectation of TMR's. They cannot possibly expect these kids to work independently on a job, which seems to be ROP's goal. So ROP tends to push kids into jobs at which they will fail.

Strength - Our program is very pliable because we can get students into different programs and can reschedule student classes around their work schedule.

Students through this program were cut off from Rehabilitation help. It was of doubtful benefit to them vocationally. Work Experience - Some students had ROP classes, but those did not successfully profit from the program.

We did not find out about CETA in time to get one of the students placed, so they really had to fight to get him a position (all the positions were filled). For many of these students, the vocational is more important than the academic. Work Experience - One student is working on a volunteer basis, but should get paid. Trade Training - I would like to know what skills the students need for jobs in Napa so I can train them. Community program infor-

Teachers

mation should be given to teachers. There should be workshops, inservice training or career guidance, and community services available. I would like to be able to go into the trade classes myself and see what goes on there so I can give the students additional help in my classroom.

Thorough teaching is accomplished and vocational guidance is given. Our program looks to the future as to what can be done for students when they are out of school. Help is given toward lines of the working world, especially in language training. Work Experience - Students are placed in work experience with help from our work coordinator at Vintage.

Starting this year, we have reading and math books that are practical and job oriented. Trade Training - Shop classes are available for all the boys. Shop teachers have worked very well with the students. They help the students with the reading or expect less from them. The only trade training classes for girls are homemaking and typing, and the girls have no problem getting in those classes. The homemaking teacher was an EMR teacher in the high school and is really great for the EMR girls.

Agency Counselors

We should take academics out of a child's life and put more seeable goals ahead for him. He may never learn to read better, but there is probably a very great practical skill in him waiting to be developed and worked with. Students will forever feel like failures if they are constantly pushed into reading, history, etc. "Success succeeds." Many parents even say, "If they could only learn to read and write, then they would be o.k." Some parents even "use" this example: "If you would learn to read, you could get your driver's license." If someone would just help them understand that reading may not be their strength academically, but they can do such and so, then work on the strengths, teach them more about their certain skill, build on it, perhaps . get work experience doing this skill, then into training. Thus, the students will feel positive about their lives.

We have some difficulty in placing student/clients in all ROP programs. We need to have a chance at more ROP classes other than cafeteria and food services. Also, we should be opened up to Napa High vocational classes rather than Vintage High only. Work experience in schools is good for the students, but there should also be vocational classes in school to go along with each work experience job so that work and school follow each other in a continuous circle. Trade Training - ROP classes, the most accessible class is food service. Other classes in school should be made more available. These students depend on their vocational training, whereas other high school students take ROP classes just as electives.

We provide funding for clients at the workshop for adults. If the students are under 18, we provide counseling in vocational goals. We work with families in deciding what students will be able to do. Work Experience - The Regional Center itself does not provide any work experience, but they do refer clients to different agencies that can provide work experience, such as Rehabilitation.

Agency Counselors

Students need basic skill and personal hygiene training, sex education, how to use a telephone, and use of the bus. We should teach them how to use the phone and write their names. Work Experience - Massive school holidays are a problem area. Once students graduate, they do not understand why they cannot get all those holidays or take days off for "illness" the way they did in school. Trade Training - None of the students who have come to PCI have had trade training. The cafeteria and ATCO and bike programs are poor. They are not preparing them for realistic jobs in the community. They just seem to dump students who cannot fit somewhere into a program to keep them busy. They are not doing good work habit training (be there on time and take your lunch).

Special education students are purposely not identified or singled out. It is very hard to get slow students jobs now, talking the employers into paying full minimum wage. Through vocational rehabilitation, we could get jobs for all the students. Work Experience - When there was vocational rehabilitation here, they offered funding and Larry did all the work - so it was good for the students, but St. Helena did most of the work and St. Helena had the lion's share of vocational rehabilitation funds. Now the students are not identified, but they have the same opportunities for attention at the Career Center as regular students. Trade Training - Special students cannot easily get into trade classes because they have to pass a safety test, etc., to get into the classes.

School Counselors

Ron Beeler as a counselor is good. The Department of Rehabilitation (through the state) is on a request basis and has been very helpful in getting work experience; financial assistance, counseling, medical assistance, etc. The problem with working with the Department of Rehabilitation is that they have to be convinced a student is a winner because DVR has to show success, so they are less willing to help MH than EH. Work Experience - DVR has helped in placement (see above). A good deal of the placement is into the ROP classes. Trade Training - ROP is greatly improved. There are more classes than there were before. We need more pre-ROP training (learning money changing before going into cashiering program). Food preparation and automotive classes are good for the special education students.

School Psychologists

Wintun - ROP is good. Yountville has no job training or work experience. That is a major weakness of that program. One student did use NYC. Work Experience - Wintun, most older students do get some work experience. It is good that they get paid. Weakness - Most of the work experiences do not lead to real jobs (although they do teach work habits, which is good). Trade Training - Wintun, there really is not any trade training here.

We need a lot more help in this area. We need someone to work with the girls in this area, as one of their goals is to give each girl a marketable skill so they can provide for their children and not have to go the welfare route. Work Experience - Not applicable. It would be difficult to have

School Psychologists

this because they do have to take care of their babies. They do need exposure to the work world, though, so they can see some vocational goals to work for.

According to the newspaper, Rehabilitation wants to handle only severe to moderate, but right now the program is very strong for all students because of the Department of Rehabilitation. Vocational input starts at junior high, but should start in the ninth grade.

3. COUNSELING

Administrators

We do not have much in the overall realm of counseling. We do not have a counseling program geared to the needs of special education students. In the EMR program we do have one period per day for the teachers to counsel and have vocational counseling, but we do not really have an identifiable counseling program.

Students have access to personal counseling, but the activity center does not have access to counselors at the Regional Center. All are supposed to have a case worker. Most clients are from the Regional Center or the State Hospital.

We need a placement counselor to expand students out into the community, those who should be doing more than assembly line jobs. A good program would "move" students as their needs arise. We have heard from parents that there is a need for more direct counseling. Also, after counseling sessions, etc., the parents do not know exactly where the student is "at." We feel there is a need for more teachers, counselors, child/parent groups. Parents have expressed the need to have a PhD. in psychology, provide academic and vocational evaluations. It was felt they could provide better directions and goals for students. This could be done perhaps every six years.

It is good that one counselor is responsible for all special education students. The problem is that I am often taken away with administrative duties and so am probably not as available as other counselors might be, although personal counseling is supposed to come from their teachers (this is great, but I am not sure they use that time for counseling). The school and home do not work closely enough together as far as counseling in concerned. Mr. Pinarretta is supposed to make one home visit per year. Group sessions with parents are poorly attended by parents. I do not feel teachers are going out to the parents enough, except the hard of hearing teacher, who does a very good job of it. Someone should be trained in career education for handicapped students.

They should have career counseling earlier than regular students. They have career counseling in high school now, but they need it at an earlier stage. There is a need for parents to be involved in career counseling sessions when decisions are being made.

EMR teachers are not really doing the counseling they should, because they really do not know how the students are doing. EH - They have a counselor, but I do not know if the counselor is good or bad. I see no outstanding strengths or weaknesses, otherwise.

Counseling is working well now. We have two school counselors. They run group sessions and talk on interpersonal problems and social behavior. They help with peer problems in order to make learning situations and working conditions more pleasant.

Strength - The teachers' load is such that they can provide some counseling and support for students. Also, there is a psychologist for secondary special

Administrators

education. Another service of Vocational Rehabilitation is counseling. There probably is not enough, but it is a lot more than students in regular programs get.

Special students get more counseling than the school can afford, but we could use more help (staff) in counseling.

Teachers

Counseling is very good. There is a counseling period which is very well used for personal, academic, and vocational counseling. They are taking steps to improve communications between students and parents. We often hold staffings on kids with particular problems and include parents and the whole team (up to seven people). We do a good job of including everyone on the team.

Strength - There is a small enough group of students that the teachers get to know their strengths and weaknesses. Until recently, there has not been a team approach to counseling between parents and teachers, and Rehabilitation and students. There has been more teamwork this year. The weakness is parent involvement. We have made attempts to have a parent club, with no success.

I am available any time for counseling and the girls know they can call me at home, which is very good.

We have a separate counselor in the counseling department, although I help out.

We have a very good program in counseling. Once a week the whole staff gets together and discusses one student a week (social workers, psychologists, nurses, etc.). The staff works together well. It would be a good idea to get someone from Mental Health to talk to the students, but parents objected. So we have the staff and outside people help counsel, which is good.

Strength - We have a small caseload for the counselor, so he knows their specific problems and can get out to the homes and talk to the parents during his counseling period. Students relate to him because it is a looser situation than an ordinary class, and they are not competing with other students for his attention. They know he knows what is going on with them. Weakness - I play a dual role, teacher/disciplinarian and counselor/understanding one. This often does not work out. You cannot counsel and also discipline. Also, other teachers tend to shirk their responsibilities of counseling with them, since I am designated as their counselor, when it should be a team consultation.

Irwin Bollinger meets with students in groups that need counseling. He does a great job and it is good they do it in groups.

Strength - It is good that we have a counselor because he knows so much about them and they do not have to handle so many people. Weakness - I wish I had more training in vocational counseling and access to more vocational materials for the level of my students.

Some students who work through Rehabilitation have counselors. The Work Coordinator does act as a listening post for students with problems (including

Teachers

non-attending students), trying to persuade them to come to school and be excited, which is hard to do.

No counseling is available as such. We had one-to-one counseling, mainly tutorial.

I have always asked for help in counseling and more time from the psychologist. I am responsible for personal counseling. Parents have access to the regular school counselor. It is good that we do the counseling because we know them best. School psychologists do testing and that is all. They should be more available for counseling when there are problems.

We need career counseling. Students should be able to go in and talk to a counselor once a week, a scheduled time when they know they can talk. The school psychologist's testing was very helpful. It would help if the counselor was more willing to intervene for her in getting students into regular classes.

We have counseling groups that deal with boy/girl things. We deal with feelings. The classroom teacher is in a unique position to deal with this, too. Parent groups should be encouraged, too. Parents have much to share.

I have to serve as a counselor to students. We have students many years and know them well enough to counsel with school problems, home problems, working problems, etc.

Agency Counselors

Counseling is a waste of time. Students with problems who are singled out for counseling just feel more aware of their problems. They need to have group sessions with other students to let them tell exactly how they are feeling. Let them be people with feelings to let out. If these students are with other students and an advisor, they can see and hear that their difficulties are not so abnormal. Others have problem areas, too. They can discuss their problems easier with peers than with counselors or teachers and get to know themselves better. Then, with the self-confidance gained from peers and the feeling of "being somebody," they can eventually speak up to change the problems or people who are affecting their lives and causing some difficulties, such as over-protective parents.

Counseling is the main service rendered in Rehabilitation. We have to help get clients some counseling or do it ourselves, making the client feel more worthwhile. It gives clients a feeling of success rather than negativism and failure in the work world. After this is accomplished, employment just falls into place.

We would like to provide more counseling, but have such a large caseload, all we can do is start our clients into something such as the workshop, then keep records of what is being provided for each client. The counseling that we do provide for new clients is very good, though.

School Counselors

The counseling was good, but the counselor's load was too heavy to really get the students job-ready. Vocational Rehabilitation did no counseling.

We could use a school psychologist more than one day a week (although Irwin does an excellent job). It would help to have time to do family counseling. They need to be plugged into vocational guidance a lot earlier. There may be ways to tie reading, art, etc. into vocationally oriented activities.

School Psychologists

Counseling is available for students and parents, and if the counselor cannot cover everything, he calls on outside help. Group counseling is a real strength toward socialization. Weakness - We need to get parents more involved through being contacted by the counselor and having parent/teacher long-range conferences (rather than just short-range planning). Counseling is available through the counselor and other agencies. Parents are more involved in the school at Yountville (possibly because the students are physically handicapped and the physical therapist gives suggestions on what the parents can do for the students at home). Also, there is a formal case conference for each student once each year, which includes everyone; teacher, psychologist, parents, nurse, social worker, and this is really great. Also, they have long-range planning as well as short-range. Weakness - Career counseling is not available to students. We have not been able to get the Department of Rehabilitation interested in giving them career counseling or job training. We also need some kind of death counseling at the school in Yountville.

Family planning and Mental Health should be involved in counseling of Teen Mothers. Students should know that the abortion service exists, and that there is a school counselor available. Counseling in junior high and senior high is poor. There are no special counselors set aside for special education students. Perhaps three or four counselors have to sit through program evaluations, and it is a waste of manpower.

The Health Department comes in once a week to counsel on taking care of children. A private psychiatrist counsels on motherhood. Welfare counsels on birth control, etc. A wide field of counseling areas is provided for the girls, besides school academic counseling.

4. HOUSING

Administrators

Our facility is fantastic, even though others feel students should walk the halls with "normal" students. This sometimes works with elementary and high school students, but it is very brutal to students at junior high age.

Strength - EMR and VH facilities are exceptionally good and more than adequate. Teen Mothers' facilities are very poor in terms of size, location, and adequacy. The rest of the housing runs from adequate to poor. Segregation at Davis is essential.

We need an expanded facility for work stations.

The workshop should never extend to housing. If they did, they would probably become a small institution. Vocational is their main program. Halfway houses in the community are needed. Small living arrangements are better for learning how to be on their own.

The housing is very bad, especially for EH students. They are mainly in trailers. At secondary school, particularly, having a trailer on a new campus is terrible. EMR and VH facilities are very nice.

Facilities for the blind and retarded students are excellent. Hard of Hearing facilities are poor. They need regular classrooms. The Teen Mothers' program being in the church is not good. They should have regular classroom facilities. For physically handicapped students, it is great. There are no stairs, etc. EH needs classroom space. He is stuck in a trailer.

EH needs better housing; they are in trailers. VH has good housing. Hard of Hearing has not had satisfactory housing until this year because there were not any students in the program when Ridgeview was built. Teen Mothers need something similar to what they now have, but something like a cottage built for them. All others have good housing.

Weakness - There is a lack of space for vocational education programs. There just are not facilities to even open classes to students. We need to involve the community more so that we can get on-site training in career education and this would help alleviate some housing needs. The classroom would be in a store itself. Administrators should meet with industry and organize an advisory committee to develop guidelines to satisfy schools and industries and should recommend improvements in training and modern equipment, and provide technical assistance.

Teachers

Students feel isolated because it is in a separate trailer. It would be nice if they were in a regular classroom.

We lack a playground and do not have a gym. We need more rooms to do things. We are pretty well equipped for the handicapped (ramps, extra large doors, and special bathrooms, which is good). I would like to be in close proximity

Teachers

with an elementary school and a junior high so they could associate with regular students, but it would be a long bus ride for some of the upvalley students (right now, they are kind of in the middle).

I would like running water. We like being in a trailer out of the way. The other kids do not know what this trailer is and our students are not made fun of. We like the fact that no one knows where the EH classes are.

Our facility.is an improvement over the last three years, but not ideal by any means. At least now there is enough room to hold all the students. There is not enough room for films or overhead projectors, though. Also, there is no room for cabinet space. The equipment is spread out on tables.

There was no housing for this program. I traveled from school to school to meet student needs.

The trailer at Napa High School works out very well.

Our housing is perfect.

I would like a sink and kitchen to teach cooking. It would be nice if the trailer were compartmentalized and we had carpeting.

The size and location of the room is fine.

Housing is very good. We have great kitchen facilities.

Housing is excellent.

We need air conditioning. Strengths - We are separate from other educational institutions. We do not have the other students hanging around. We do not have the problem of students leaving campus and no place for them to go. It is quite good. Weaknesses - We have to share with the church and we have lost items. It is inconvenient to lock things up all the time. There is not enough room. We need more windows, plants and comfortable furniture. We need a more comfortable atmosphere which is less institutionalized.

We have a lovely facility with some inadequacies. The primary rooms are elegantly designed - secondary is primitive. Arts-Crafts (our room) is not designed for these activities. It has difficult-to-clean surfaces, inadequate storage for supplies, no storage for student effects, and inadequate space for a pre-vocational unit. The students suffer the most.

Agency Counselors

Halfway houses are excellent ideas for severely handicapped individuals or severe emotional handicaps, but they should not stay there longer than six months before moving on. Parents make the children worse by keeping them under their wing. Housing situations are excellent for transition between home and an apartment of their own for those who cannot take such a drastic step.

4. HOUSING (continued)

Agency Counselors

Living arrangements such as a halfway house are working very well. They are quite an expense to start and keep up, but have proven their worth. The one halfway house, of course, is not enough. Many more facilities like this one are needed.

We financially aid clients for sheltered homes and care home facilities. Of course, more housing is needed, but they do provide efficiently for present homes.

School Counselors

MH might be better if the classroom were not so isolated. The whole school is short of classroom space. Bathroom facilities are not adequate for handicapped students.

School Psychologists

Housing is very inadequate. They want to move closer into the school system so they will feel more a part of the school. When the program started, the facility was to be temporary. It is too hard to share the school with the church and all its activities.

We need more room. The hard of hearing and EMR students share the same room at Vintage. The blind share the library. Blind students are being integrated well - deaf students not so well (although they are in P.E. and some arts). Trailers are o.k., we just need more and larger trailers.

Wintun has great facilities for classes, counseling, and staff. Yountville's facilities are barely adequate. Students should be on a regular campus, they are too isolated. The classrooms are too small and are not air conditioned. There is no adequate counseling room or office space for supportive staff (therapists, counselors). Strength - Bathrooms connect with every room.

5. FINANCIAL

Administrators

Support depends on ADA and some programs like EH are funded better than EMR from the state. LDG is poorly funded. Support for EH from the state is better than for LDG. There has been some increase in EH money, but not LDG, which puts more of a burden on the local district, and it is a battle every year to get funds.

The method of financing has not caught up with the times, amounts are not adequate. The state is constantly mandating programs and procedures, but does provide funding. The District is in such serious trouble, they have considered getting out of special education altogether, and the county would have to pick up the ball. We are having trouble meeting basic needs. Strength - Most programs are mandated so districts do have to have programs; therefore, students will have a program one way or another.

We need sources of funding for expansion and staff.

Spending limits are based on old housing and not new housing, which now includes a lot of windows and landscaping. We need twice as much janitorial service, etc. Costs, of course, are constantly rising without budget increase.

The money for field trips has been cut off and they are really lacking funds for everything. These programs need special supplies. Also, they need money for better physical facilities. All the teachers should have inservice training all the time, but they do not because of lack of funds.

Weakness - Funding is difficult to get because unemployment in Napa is low. Also, new constraints in funding are tightening up. There is a no-growth factor in state and federal funding. New courses are almost impossible to get approved.

The State Department of Education has dropped the ball. We are financed at 1964 levels and the District has to make up the rest.

There is not enough funding and counselors provided for each student. Schools, agencies, and workshops all try to "provide" for their own, when they should be working together with funds.

Teachers

We do not have sufficient funds to do remedial academics. The situation is dismal. We have been cut back and there are no funds for field trips or classroom sets of materials. Distribution of special education funds could be more equitable.

Weakness - I have never had a clear idea of what my budget is and where the money goes, what the ADA is, etc. I need to understand the financing of the program. I have not had capital outlay money since the program began; I need it budgeted.

Teachers

It would be nice to have mobility instructors (how to use a cane, recognize sun and traffic). We need an opticon, closed circuit T.V.'s; this would help, if there was funding. More equipment should be subsidized by the government for the blind. As for the basics, there is enough.

Money is tight everywhere. Classroom teachers would appreciate knowing exactly how much is available to them for the school year.

A certain allotment is provided at the beginning of the year that has proved sufficient. Some equipment that is needed cannot be fitted into the budget, such as overhead projector, cabinets, etc.

We have a sufficient allotment for each year for materials, etc. We would like to be able to afford more teachers, though.

We only had an allotment for travel.

We do not have money for field trips.

We have no money now, but it was nice last year.

There are plenty of funds, but I have not been able to find out what the budget is yet!

There is not enough money. We have a great kitchen set-up, but no money for supplies. We would never use lack of funds as an excuse for having a poor program, but we could have a much more effective program if up-to-date equipment and supplies could be used. The Special Education Materials Center, which opened up this year, is helping to supply some low cost materials.

The county printout budget is an excellent idea, so you know how much you have to spend. The 6% ceiling bill has cramped them a little. With basic supplies going up so high, there is not much left for anything else. It would be nice to have a separate budget for field trips with some money in it.

We have no capital outlay at all this year, and before there was not enough. There is not enough money for teachers' aides or another EH teacher.

Agency Counselors

Through SSI, individuals get enough to "get by" on, but they should still be dissatisfied enough to want to improve their income by working and getting out into the work world. They gain experience in true budgeting this way. In no way should clients be fully cared for financially, or they will live off the gravy train the rest of their lives.

We budget yearly. Rehabilitation tries to provide the most help for the least cost.

School Psychologists

Teachers do not seem to have enough money for instructional supplies or transportation for field trips or overnight excursions. Camp Casadero was cut out this year. Yountville also has limited funds for supplies and equipment and field trips.

We need more funding for material, hardware, etc. State funding has not been as much as when they first started. The "Noon Program" is what students miss most, since they do not have enough to provide for it. The "Noon Program" was designed so that each girl (in groups) could shop for the noon meals (marketing), prepare the meals (planning a balanced meal), and clean up afterward. This not only gave the girls a lot of good experiences, but gave each girl a good hot, balanced meal for that day. We used to get funding from the Welfare Department, but no longer.

6. STAFFING

Administrators

Generally, we have an outstanding staff. There are a few individuals below average. We need more supportive staff such as nurses, coordinators, social workers, psychologists, adaptive P.E. teachers, curriculum consultants, and supervision. If it were not for the superiority of the staff, we would be in serious trouble. The major problem is the lack of non-teaching staff. Teachers' Aides - We could use more aides or more time from existing aides.

Teachers' Aides - Aphasic and EH have well qualified aides, but the EMR program has only part-time and poorly trained aides because of poor funding for EMR. LDG is worse off than EH. Additional Teachers - EH and aphasic ratio is good and qualified. Some EMR teachers' training is outdated.

All teachers are adequately trained. Their evaluation comes from the central office, which pulls them away from the regular staff. We need to find out who their supervisors are. Teachers' Aides - EH teachers could use an aide, but there is no money. Also, the Teen Mothers' program could use an aide. Aides could be used more in helping the students in regular classes, but we just do not have the finances. Additional Teachers - We need adaptive P.E. teachers.

Teachers' Aides - The junior high school EMR program only has part-time teachers' aides. Additional Teachers - Only one or two teachers are really weak at the EMR level, but they do not need more teachers.

We now have ROP tutors, which are great, but too limited. There is not enough staff for students. I have one LDG teacher and only for two periods, and the law allows four students per class; there are at least 12 students identified as needing help, but there is a 2% lid and we cannot give it to them. I would not want a program again that pulls the students out for a whole day and separates them into an EMR class. The tutoring program is working beautifully. Teachers' Aides - Volunteers are hard to find and are not consistent.

The ratio of teachers and teachers' aides to students is good. Teachers' Aides - The low pay they get for the responsibility they have is not compatible. The pay is too low to attract qualified teachers' aides, and we have a high turnover. Additional Teachers - A strength is the teachers are credentialed in their field of expertise, so they are very well qualified.

We need more staff. Teachers' Aides - We need more.

We need counseling and administrative staff. We do have the correct staff/client ratio, which is one-to-eight, but that is not what it takes to get the job done. When learning takes place, the group of students needs individual help. Teachers' Aides - The best way to get the most tutorial time is to utilize teachers' aides. We really need individual attention for each student. The students benefit and grow fast with this.

Administrators

We need a learning specialist, as we are going into more academics. We have a very dedicated staff now. They work on a one-to-ten teacher/student ratio. Teachers' Aides - They are very valuable. Teachers were willing to give up pay increases to retain these aides. Additional Teachers - We need a learning disability group specialist.

Teachers

The team concept is really good. There are other people who can be called in on the team to help out. Teachers' Aides - It would be very helpful to have more aides. That is part of the lack of funding. To meet the needs of every child, they need a smaller teacher/pupil ratio. So many of the students need special attention that can only be given on a one-to-one basis. Additional Teachers - We have sufficient teachers.

Staffing is adequate. Teachers' Aides - It would be nice to have a paid teachers' aide to help out when the teacher is tied up with individual tutoring. Student aides are not as good. If we had a couple of aides in every class, each class would be split up into abilities and have a custom-made course for each level of ability. Additional Teachers - The present number is fine.

I would like to have support services like a vocational specialist, psychologist, etc. I am glad there are not a lot of administrators out here. Teachers' Aides and Additional Teachers - O.K.

A mobility instructor, at least part-time, is needed. We have a very good staff, otherwise.

The ROP staff is asked to assume responsibility for training a group of students on work teams. Sometimes they are not trained sufficiently to assume this responsibility. We need sufficient male help to (1) assist with older boys in bathing, dressing, etc., (2) equally important, there are not enough male models, which are so important to boys growing up.

The program is doing very well. Teachers' Aides - Last year we needed an aide, but this year we have fewer students so the one aide is good. Additional Teachers - We just got one new teacher, which is really good.

Teachers' Aides - There is not enough money for teachers' aides. We need a regular, paid teachers' aide. Additional Teachers - The school could handle another EH class and start identifying more EH students, but the district cannot afford it.

It would be nice to have more teachers to help out, as there are more students who would like to get into the program, but this is not financially possible. Teachers' Aides - Aides would help tremendously, but are too costly.

We have an excellent teacher's aide with a very good background working with high school students. We also have a good speech therapist who works well with students who are speech impaired. Additional Teachers - None are needed as of now. The staff is adequate now and all get along well.

Teachers' Aides - I would like an aide in the morning in order to work in smaller groups.

It is good that each teacher has an aide. We could use more volunteers for one-to-one teaching. Teachers' Aides and Additional Teachers - Sufficient.

The staffing is just fine.

The class is overcrowded. We should split the class or get another aide. Teachers' Aides - We need more aides. We have one aide who mostly has to work with one very low student, which leaves the teacher with the other 16.

Agency Counselors

A consistent person (advisor) is needed to follow along with students and say, "Hey, you have not been to this class for a few days," etc. We need to guide them along without letting them feel pressured or put down by this advisor (not a teacher, but an advisor). Teachers' Aides - There should be no teachers' aides for the mentally retarded. It is too easy to push the mentally retarded into classes with halfgrade teachers and aides to be babysat. They need better-than-average teachers to help them. Additional Teachers - They are definitely needed. The ideal situation would be started in kindergarten or first grade. Additional trained teachers are added for team teaching - all students are integrated into groups where they will most excel. Then, instead of labeling and saying this student is "slow" in math, "slow" in reading, "slow" socially, etc., and putting them into special classes where they will stay "special" the rest of their lives, we could then say, "These students are good in this and they are working on this project." This would take the labels off of students from their peers and teachers, etc. They could do much better in life without labels and with positive projects to "build" themselves around.

The Rehabilitation staff can do what they are able to do to meet the needs of each client and do this with their judgment of needs involved.

We have very good counseling at our agency.

Schools need more vocational evaluation services and vocational counseling, and this is available in the community. They should be purchasing these services. Both schools have written grants for this service, but were turned down.

School Counselors

It was sufficient and they were qualified. The present teacher has only been working two months and she has never taught special education students before. We had a very weak special education teacher for two to three years who accomplished very little.

School Counselors

Special education lacks supportive staff - secretaries, nurses, psychologists (only have one-day-a-week psychologist). Therefore, regular school staff handles their supportive staff needs. Teachers' Aides - We do need teacher aides for EH and MH. We have none at present. Additional Teachers - We just hired a permanent EH teacher, so we should be alright on this.

School Psychologists

Staffing and teacher effectiveness are of very high quality. Special education teachers should only be allowed to teach special education classes for three years and then teach a regular class for one year. Teachers do not push the students enough because they get a "soft" perspective. Teachers' Aides - We need more aides in every program. Additional Teachers - All programs need more teachers. The hard of hearing teacher at the junior high has four students, but that is still too many for what she has to do.

Staffing is sufficient for the girls, but when there are a lot of babies, the need for a babysitter is great. To hire a permanent babysitter would help a lot, but one cannot be afforded.

Wintun and Yountville can always use more aides, although it is adequate now. Additional Teachers - We have enough teachers.

7. PROGRAM MATERIALS

Administrators

The county program has adequate materials. District programs, because of financial trouble, are weak. Only 1% of state money can go for materials if you get permission, but that usually goes toward scheduling. TMR will not get any more large equipment.

We wanted an audio-visual center just for special education students, sort of a materials bank for special education. EMR and EH teachers have asked for materials, but were denied because of lack of funds.

Now that the programs have been going for 10 or 11 years, we have accumulated many materials. Teachers are now good at picking and choosing materials for course schedules. They do not feel they have to buy some materials just because they are new.

We need all kinds of adult oriented training materials and reinforcing materials. We also need games geared to adults.

In the past, materials and supplies were adequate, but in the future if the funding sources do not improve, we will be in trouble. This is part of the no-growth policy. We cannot get capital outlay equipment.

We have good materials.

We are making progress. Strength - There is a good supply of teaching materials and a fair supply of equipment. Until recently, we have lacked coordination of selection, purchasing, storing, and distribution of materials. The Media Center attempts to remedy this. We also have a purchasing agent assisting them to get the best buy. Mechanics of handling equipment has been the weakness. EMR has the least amount of funds for equipment.

Teachers

There are some terrific workbooks out, but we cannot afford them. Also, we need food for cooking class and we need craft supplies. We should have a calculator to give each student when he graduates. We have a wonderful video set - but only one tape!

We have to mimeograph workbooks. We cannot order. We need skill tapes; this would be good. When we have ordered basic supplies, half the money is gone. The materials we now have are very outdated. We need more materials.

We would like decent sewing machines, a school clock, stereo, slide projector. We need more English and basic grammar materials. We need more American government materials (although I like what we have), particularly a cassette series. The cassette-filmstrip series are needed because that is how students absorb. We need films on childbirth and child care, etc. I need science equipment such as microscopes, lab experiments, and filmstrips. Strength - The projector, tape recorders, and educational machines are good.

Teachers

We need an opticon, closed circuit T.V., etc., but the equipment is really expensive. We feel the government should subsidize materials for the blind that are necessary for life, but are so much more expensive for blind people because they must have special aids or must be written in braille.

I have always gotten any instructional material I have asked for.

We never got the state list for math textbooks this year, which are free. We are well stocked, but occasionally we need more notebooks or workbooks. We would like the state list to get around promptly so that we can get supplies right away. CLRC Special Education Center is a terrific thing.

We do not have money for large equipment, like reading machines. There is not enough money for basic materials. Purchase order channels are really strange and time consuming. Some of the reading materials are at a level that our kids can understand, which is good. It is mostly the expensive programs that I cannot get.

We can order whatever we want. I have already gotten whatever I need. I expected to have a washer and dryer, but there was not enough money to buy them.

We like the ADD (Auditory Discrimination Depth) program and SRA. We need low-level, high-interest reading material. I need a sink and a kitchen. We need demonstration aids.

The teacher of the deaf and hard of hearing develops the curriculum herself. All is geared to students' individual needs. The curriculum is new each year, so program materials have accumulated over the past 10 years.

Materials are chosen by the teacher. They have quite an accumulation of materials. A very big strength is in the materials program, as they have quite a selection.

We had special materials for remedial work.

We have a lot of good program materials, which are geared to various learning disabilities and levels.

We need interesting materials for 16-year olds who are reading at a second grade level. We have asked for equipment, but either because of financial reasons or something else, we cannot get it. We asked for equipment that does exist but it has gotten "lost" before we can get it. We have no equipment outlay budget at all from special education. There is about $125.00 from the special education department and $185.00 from the school for consumable supplies. We can spend school money for equipment, but not special education money.

7. PROGRAM MATERIALS (continued)

Agency Counselors

Additional trade training within the ROP classes and vocational classes is needed to widen the field for special education students.

School Counselors

EH is desperately in need of materials. They do have 30 video tapes of pre-skill training with workbooks, which is really good, but they are not being used because they do not have easy access to the video tape players. At the EH level, we need remedial reading and math materials desperately. Phone extensions are needed in both special education trailers because they are so isolated.

School Psychologists

Every visually handicapped student should be given a cassette and a 60-90 minute tape. We do not have enough money for any of the programs. We need more audio-visual materials for deaf students, more auditory materials for the blind, more worksheet and curriculum type materials for EMR students. We need more auditory and audio-visual materials for aphasic students. The Curriculum Center should have a file of materials by disability - specific problem areas.

Wintun needs playground equipment. I feel that the teachers do not have enough supplies or equipment.

The girls use the same materials from high school, but they also use tapes for algebra, typing, etc. This is their audio-tutorial teaching.

8. COURSE SCHEDULING

Administrators

There are too few regular, easy-level classes for special education students to enter and be successful in. A lot of times, because of self-scheduling, they do not get into the classes they could be successful in because all of the spaces are filled. If they are allowed to get their classes first, then a few weeks later they are put into work programs, and the spaces which regular students could have had are going unused.

Some handicaps are more easily maintained and some schools are more receptive.

We do have some big problems trying to mainstream with the regular academic classes - and the high schools are basically academically oriented - so the vocational education programs get the left-over time slots.

I see no problems.

We have basic goals in mind, but we have to leave room for each student's needs at that particular time.

At junior high and senior high it is hard to get special education students into classes. Classes have prerequisites, which are unrealistic for special education students, such as art classes, which have prerequisites.

Teachers

It is fine.

No trouble.

Students are enrolling in ROP, academics, and P.E., etc., so it is difficult to get a new vocational project going.

Flexibility should be offered to special education students so they can get in the classes they need at the times they need them.

I have no problems.

The course scheduling is completed a year in advance with goals in mind.

Students have more trouble getting into regular classes than a regular student. It should not be necessary to sell each student to each teacher. Class size is not small enough for teachers to take special education students.

Sometimes we have a problem when we want to coordinate our schedules with other schedules (when we want a student to take a class at a regular school), and with the bus schedule. The students can schedule on their own day, which is really good.

Teachers

Self-scheduling is hard for these students, because they do not have enough responsibility to carry through with their own schedules. It expects too much of the students. My schedule called for four different subjects at one time, which is much better. Yet, it is also good that I have the option to have one student on a different subject at the same time if needed. There are not enough outside classes that are suited to our students. They have to have prerequisites or require a "B" average.

Everyone is very cooperative.

The other classes and jobs come first, so we cannot group our students properly relative to having more students in my class.

Guidelines and goals are assessed by the teacher.

Agency Counselors

The Rehabilitation client counselor should help with class scheduling. Rehabilitation specializes in their field and schools. To bring these two together for the client's benefit would be ideal.

The Rehabilitation counselor counsels with clients, teachers, parents, and the Work Coordinator, to find out what field of work the client is most interested in and what he is best suited for. Although he does not actually do the scheduling, he does make suggestions as to what he feels is most needed.

We need to schedule courses in the morning so students can go to work in the afternoon. Scheduling courses in the afternoon for other students so they can work in the morning should also be done. Make both options open.

School Counselors

The fact that the students need individual attention creates some scheduling problems - the teachers' aides would help here. Because the school is small, all classes (bike shop, typing, etc.) are not available all day.

School Psychologists

Wintun has ironed out their scheduling problems with the exception of a few with ROP. Yountville - It is hard for the teacher to coordinate schedules of such a wide age and ability range.

Work experience scheduling is good. Teachers have to handle scheduling problems. No one coordinates work problems and conferences with employees except the Work Coordinator. We need more coordinators and liaison with the police. There are not enough courses coordinated with available work in the community. Nothing is available in viticulture or agriculture. Theoretical work is not pertinent for these students. They need practical work.

School Psychologists

The girls' school counselor goes over with the girls all the things they need to graduate. Then, with the teacher, they make up contracts on what they will do and when they will do it.

9. FLEXIBILITY IN TEACHING COURSE CONTENT

Administrators

Strength - Teachers have a great deal of flexibility in adapting class materials to needs of students. Weakness is in lack of teacher supervision and curriculum development. There could be too much flexibility and this could result in loss of some cohesion and consistency. The danger exists probably in EMR and VH and Teen Mothers; they have the least direct supervision and coordination.

EMR has plenty of flexibility. EH guidelines have not been spelled out enough. Someone needs to clarify just how much flexibility the teacher has by law.

Teachers have enough flexibility to individualize the classes.

Teachers have all the flexibility they need in all the programs.

There is enough flexibility.

We have enough flexibility.

We are very flexible in teaching content.

We need more curriculum development and supervision.

Teachers

We have total flexibility.

We have great flexibility.

We should have some driver's training classes; at least they should know how to start a car and the laws of driving.

It is very flexible.

It is completely up to the teacher.

It is just fine.

We have enough flexibility.

It is fine.

There is enough flexibility.

We have enough flexibility for course content.

Teachers have a lot of flexibility; they are only limited by money. Because the psychologist has such a heavy load, it limits his flexibility to do

Teachers

extra things, such as staying longer at one place. Yountville's flexibility is limited because of their location.

Agency Counselors

I can suggest areas of change in courses taken with students and school counselors.

Once students are in their vocational training or placed in ROP, if they are not working out to the benefit of the student/client, changes in scheduling can be arranged.

School Counselors

We have enough flexibility.

School Psychologists

The girls can work as fast or as slow as they want, depending on what they want from the course, and can talk with the teacher to change any of the projects that they are supposed to do for each subject. If the teacher thinks it is a fair trade of projects or assignments, then the change will be made. Otherwise, the girls stick strictly to their contracts. The teaching content is flexible and depends on each girl and what she wants to do and what grades she wants.

The teachers have enough flexibility and it is good.

10. COURSE GUIDELINES

Administrators

Strength - All courses must be approved by the State Department and the Curriculum Review Committee (local), and initially must have been approved by the advisory committee for that particular class. By the time all this has been done, it is a good guideline. In the past, a requirement was that a small percentage had to be placed on the job after graduating, but in the future there has to be a 50% placement.

Strengths are in EH, aphasic, deaf and hard of hearing programs. Weaknesses are in EMR. Guidelines are usually developed by local people if they are any good. It takes time and people and money to continually update curriculum and guidelines. EMR is really a weakness.

We do not have rigid guidelines.

Guidelines are probably inadequate. I am not sure about the EMR guidelines.

The EMR guideline is fine, if they would follow it. The EH guideline is very ambiguous.

This is under review. We use a course guideline in order to keep up with goals. We are trying to keep on a more individualized basis, so we are now using the DAISY Management System.

EMR does not follow their guidelines. All the programs have good guidelines.

Teachers

They have everything in the curriculum guide, and the guide is adequate but very basic. It is the supplemental things that make the project great. The curriculum guide has very unrealistic time requirements, but it is very good when used as a regular guide.

The guidelines are fine. They are broad enough.

The course guidelines have some good points and, where they lacking, we have the flexibility to improve them.

I would like more supervision so supervisors would know what I am doing. I could be a goldbricker and no one would know. However, I do not want strict guidelines.

We have been following the DAISY Management System and we do not like it because it is too detached. We sit in the corner doing paperwork rather than teaching. It is not meant for these students.

They are fine, except for the problem that each student is in a different grade level.

Teachers

It would be nice to have course guidelines. Perhaps we should go out and visit various schools to see what their requirements are (especially for students who will enter a regular school eventually).

We do not have any guidelines. I can develop any course the students need.

It needs to be revised in relation to the Wintun faculty, and parents can resolve this. Parents have expressed a desire to have sex education taught.

I have never seen any couse guidelines.

It is nice that we can get money for materials for backing up the teaching on an individual basis for each subject in the curriculum. It is good they can be placed into regular classes for some of the curriculum requirements.

Agency Counselors

In counseling, Rehabilitation tries to set goals with clients as to where they would like to be at a certain time during the school year, etc.

School Psychologists

Guidelines strength - They spell out specifically what evaluation is needed. Weakness - Sometimes I spend too much time evaluating students to certify them for the program. We would rather spend more time working with the students and parents in the program. We have to do what is required by law.

There are no guidelines and they are badly needed from the state. Also, teachers should have special credentials (only EMR now needs a special credential).

11. COMMUNICATIONS

Administrators

Strength - There is a commitment to communication. Failure - There is failure to accomplish this. Failure is between school and home, program and community, teacher and administrator. Strength is in determination to try. The problem is that everyone is spread so thin and everyone is so busy.

The school only contacts us when they need a placement for a low functioning person. The center is open to communication. There is no transitional training to prepare students for the activity center. There was a cooperative singing program between the activity center and Wintun, which was great. I would like to see more cooperative programs - cultural exchanges between programs serving the disable. It is crazy to have a dozen little groups competing with each other and not having a cooperative or interchange program (where the staffs interchange and get to know what goes on with other agencies). Any cooperative effort is beneficial. Activity center people should have access to benefits at Wintun - cultural activities, etc.

We do not have parent conferences unless parents really want it. We try to keep PSI a business, mainly. There is a lot of counseling and communication with employees, though. Schools, agencies, and PSI should unite forces to provide better growth for these individuals. Example: First, school should provide the basics, especially in survival; then "move" the student, when ready, to PSI, then "move" again, when advanced, out into the community for work with help from different agencies. Napa is small enough yet has enough areas to provide with, that we can be and have a very "model" and "ideal" program, if we could all join together as one force.

There is a real emphasis in this district to improve communications. Each student is reviewed once a year with parents. Teacher/parent communications on elementary level are great. With LDG and upper levels, we have to work with regular teachers to get communications around. There is not enough supervision in special education. Administrators should know what is going on. I am just spread too thin. There is too much to do for proper communications.

We have good communications between parents, teachers, and administrators. Neither parents of EMR students nor teachers are very verbal. They should not even have a hearing without a parent present. There are adequate opportunities for communications.

We have regular staff meetings. Lunches are taken at the same time, which is a great opportunity for discussion of problems, strengths, and weaknesses to improve on. It seems to make more problems open for discussion and improvement.

Involvement in preparations for the student's future is usually missing one factor. We need to make sure everyone involved is aware of the program. There are adequate communication channels, they just need to be used.

Administrators

Communications are satisfactory. Multi-handicapped and TMR have great communication with parents and administrators.

Parent conferences are a requirement, which is done here.

Teachers

There is not enough communication between elementary, junior high, and high school. Any communication is on the teacher's own time. I am more in tune with elementary schools; I go there. We should have specific days to visit other EMR classes (elementary and high school) and make a more continuous school program. Visiting the classroom would be best, second best would be to have the teachers get together.

Communications with administrators are fine. We should have more meetings and potlucks with the parents to talk to each other and get support. We have good communications between teachers.

Parents are not too interested. Communications with the administrators are just fine. They are there when we need them.

Communications are excellent. We have parent/teacher meetings and have had a very good response. Dr. St. John is around more, which helps and his main secretary is here so he is easy to contact.

There is no communication between the purchase order office and teachers. Teachers cannot call her. It is mostly one-way communication; I seek out others to communicate. Others communicate only when it is too late, like when it is time to drop the student.

Communications with the administration are fairly good, but there is room for improvement. We need them to be very precise in policies and statements. We have direct contact with the parents when there is a change of program. It is a problem with administrators dealing with people in so many differnet physical locations and it is hard to get all communications back and forth, whereas the other teacher and I are here all the time, and often assumptions are made that, because we are both here, we have both received communications.

On-site administrators are good because they are available. Communication with district administrators is poor; they are only seen in emergencies. There should be regular meetings with administration. We have tried to communicate with parents, but it is not working well enough. We have tried home visits. Parents just do not attend school meetings.

The program should be more accepted and have more general knowledge. We should be able to put pamphlets on the high school and junior high school campuses. The district should develop sex education programs K through 12. Our superiors are there when we need them, and that is all we need from them.

People are too busy in the central office for us to see. We should have time allotted to see superiors, and not just on an emergency basis.

Teachers

We have good regular meetings about four times a year with parents of students. Parents give input as to curriculum needs, field trips, etc.

Communication with parents, teachers, and administrators is very good. Communication with elementary school, as far as follow-up on the students, is very good.

I keep very close ties with families to keep up attendance and help with problem areas that might be arising in jobs, home, or school.

We had close contact with parents of transitional students.

Agency Counselors

Parents have told me that the schools never told them they have a retarded child, or how serious the child's problems are. We should help parents make realistic decisions and have realistic expectations for their child.

Rehabilitation has really great communications, not only with clients, but with anyone involved with the client.

Communications are good. We consult with the student or client, parents, teachers, employers, Work Coordinator, and psychologists according to needs.

The Regional Center has open communications with all other community and county agencies to refer clients. Also, there is good contact with clients, their families, and background.

School Counselors

Because the school is small, there are lots of opportunities for communication, so communication is good.

School Psychologists

Wintun's strength - Teachers communicate regularly with parents. Weakness - Communication is weak between teachers and supportive staff, between teachers and administration, and between teachers and teachers, because there have been no staff meetings. Teachers are going to have retreat because they have had no staff meetings. The problem is that the administrator is so busy. Yountville - Communications are excellent all the way around because they have regular staff meetings that are well attended and administrators are right there. They have a smaller staff, so communication is easier, and they are in the same building. They also have a weekly case conference and a lot of communication goes on there. Parents are very involved.

We need communications with the police for deaf and EH students. We need better communication with employers of ROP so they know students' problems.

School Psychologists

(Non-readers sign confessions for police, and hard of hearing people are told their rights and cannot hear it). Ninety per cent of the people in San Quentin are dyslexic.

The girls really support each other and communicate well. Also, they communicate well with the teacher and aide. There are absolutely no problems in this area. There is always someone for a girl to talk to if needed, her friends, the teacher, the aide, the psychologist, doctors, etc.

12. TRANSPORTATION

Administrators

This is a strength. It is done well and safely. Weakness is the lack of ability to send teachers to observe other programs due to lack of funding.

The county has been cooperative on transportation. That is the greatest area the county has cooperated on.

PSI has their own transportation. Public transportation should be improved to provide for all handicaps (wheelchairs, etc.). PSI also provides driver training if needed for students. It takes a little longer, but works well.

Transportation is now our big financial set-back. Transportation now rules over teaching hours. We only have a seven-hour day to be able to financially upkeep transportation.

We have an outstanding bus system. It is very accomodating. Door-to-door pick up of special education students, except for EMR and EH who take regular buses, is made. Bus drivers are told about special needs and have gone to meetings regarding these matters.

Transportation is excellent. It is obvious, because the students come in special small buses, so it is obvious they are different; but there is not much "picking" on them by others.

There is no transportation for EMR and EH provided by the state, so the district has to put up the money. Transportation for the other categories is limited by the state, and the district makes up the rest of the funds. Transportation is good, but the state does not come up with enough money. Students should furnish transportation to work on their own.

In the past when funding was available, transportation was adequate. In the future, it will be more difficult to transport students to and from classes. Strength - In addition to buses for the handicapped, we have station wagons and vans. The high cost of gas has made transportation tighter.

Teachers

There are problems with transportation to work. For instance, because buses run every hour, if someone had to be at work at 12:00, he would have to leave an hour earlier. Transportation is totally inadequate. The lack of transportation is one reason students cannot have more off-site work exposure and work experience.

Transportation to and from school is fine. The problem has always been transportation to and from jobs. The city bus has alleviated some of this. It would be nice to utilize Mare Island or Travis AFB, but there is no transportation to and from.

Teachers

Transportation is fine; very helpful.

Could money be saved transporting any of these students on a regular bus or city bus?

It is fine.

Students hate riding the special education bus. About half of my students ride the bus and half ride the regular bus. The special education bus is a waste of money. Small buses confine students in the afternoon with no behavior control. Students report fights in the little confined special education buses. This is a daily problem. The bus has to drop the students off 30 minutes earlier and that leaves time to get into trouble. Psychologically, it is very hard to ride the special education bus.

Sometimes we have trouble when we want to get a student to a class at the regular high school. In terms of getting students here and home, it is very satisfactory. Perhaps teachers could take students in their cars or in parents' cars for field trips. It should not be such a big deal to get permission. It is expensive to take field trips with the buses (especially with the budgets so small).

There is no transportation money for field trips.

This is not a problem. Students walk, ride bikes, or take buses. The problem is to make them want to come to school, to make math exciting, to make reading and writing exciting.

Funds are available from the county for field trips. The only problem is one girl gets picked up very early from St. Helena and has to wait around 45 minutes, but that cannot be helped.

Agency Counselors

It was quite a problem when there were no bus routes. We used cabs or school buses.

This is a problem area as to getting students to and from jobs. Schools need to become more involved with this. Schools should work together with Rehabilitation in working arrangements out for transportation to and from work.

We help clients with transportation problems, either by hiring someone to help drive clients or by routing buses such as PSI, etc.

Students who work at PSI are not transported there.

School Counselors

We have vans for field trips, but state law determines that only a small number of students can go, per van. The number is too small. The admini-

12. TRANSPORTATION (continued)

School Counselors

stration has said any teacher who wants to drive the van has to have a special bus license, etc., and no teachers want to go through that hassle.

School Psychologists

All transportation is paid for by the state, under the heading of "Physically Handicapped." We did have a hard time getting an O.K. for the babies (of Teen Mothers) to be aboard the bus, but it is cleared now.

The students get free transportation from wherever they live in the county, and that is terrific. Weakness - There is not enough money to pay for extra trips and field trips.

It is very good.

13. OTHER

Administrators

The school can keep the students beyond 18 years, because so many of them are behind. Both EMR teachers take free time at the same time, so all the students have to take other classes at that time. At lunch hour, the EMR kids all eat together in the hallway, with no supervision. They should either eat in the cafeteria or in their room, with supervision. I hope they give adequate inservice training for implementing the new master plan for special education.

Extracurricular programs such as track meets, special Olympics, swim meets, etc., are all good areas Wintun provides for its students.

ROP at Wintun starts at 16 years - 180 minutes at ROP and 180 minutes at TMR. Academics stop at age 22, so if I had to say when they graduated, I would say at 22, when they are full-time ROP or something else.

Strength - Every ROP class has an advisory committee to recommend equipment, etc., and to get industry aware and involved. We really need to be able to grow to allow new courses for students who are not college bound. Many large school systems in the state have initiated courses that do not promote job entry level skills and have received huge funding, so the state had to legislate against everyone to prevent hoaxes like those.

Most people are not retarded in all areas; they have reading problems, or something. When they were not in special education classes, they mostly did artsy-craftsy things rather than working on their individual problems. Also, isolating students in a "mentally retarded" room is not good for them. We tend to treat them all the same. They must be treated as individuals. When the school has worked on an individual basis, they have had success.

Our main problem is outdated state funding and regulations. Special education teachers that come in, indicate the EH elementary program is far advanced of other districts. The curriculum is very advanced (criterion reference approach) at elementary level. Here is a problem on the junior high level. If a student is certified (officially put into a special education class), he is automatically put on my case load; and so anytime anyone has a problem with the student, they call me up and say, "What should we do with him?," and I just do not have time to be at each school so much. I am really spread thin between being principal of the elementary school and all the other jobs I have. I suggest you talk to counselors at some of the schools; they would have some good suggestions.

The problems start with the method of state support and degree of state support, and include S.B.90, where special education was not dealt with realistically. Problems from that are lack of supervision, coordination, and all support activities. Also stemming from finances are the inadequacies in housing. Again, because of financing, we cannot solve individual staffing problems because we do not have enough flexibility to reassign special education staff, who would be better elsewhere. The great strength is the dedication of the staff and support from our board, philosophically.

13. OTHER

Administrators

We would like to receive higher functioning people, not just extremely disabled and severely retarded. The program is good for those who cannot handle stressful or highly competitive situations.

Question: Does your workshop meet the total needs of the community? Do you see a need for other workshops (transitional)?
Answer: With an expanded facility and staff, it could serve all the severely retarded and disabled.
Question: Do you belong to CSFCED?
Answer: No, I never heard anything about it.
Question: What could the schools do that they are not doing now?
Answer: Schools should help the students realize their own personal dignity, and realize they are going to grow into adults. They should not be kept in an atmosphere where they still feel like children. They should be called men and women, not boys and girls.

Schools need to help with money changing; example: When snacks are given, give them money to use, to pay for them.

The Napa County Superintendent of Schools Office operates the Comprehensive Employment and Training Act in schools. CETA monies permit the employment of all eligible disadvantaged and handicapped youth. The qualifying age for employment under this program is 14 years through 21 years, and their parents must meet the poverty guidelines set down by the Department of Labor. In the event of graduation, they are no longer eligible for the CETA, Part H Program funds. It is, and has been, the intent of the operators of the employment program to provide work experience in the area of the student's chosen career goals. Another program that is specifically under the Vocational Educational Act is the Part H Project. In order for students to be eligible for employment through this program, he or she must show that, without some type of assistance, the student's vocational career would be curtailed. This project is funded on a 70/30 matching basis. The project will pay 70% and the participating agency who employs the student will pay the other 30%, and also pay the premium for Workmen's Compensation Insurance. Napa County persons with a handicap have been well served by the two employment programs. Some of these students are custodial helpers, kitchen assistants, grounds and maintenance helpers, teachers' aides, mechanic helpers in the motor pool, etc. Their 22nd birthday is the cut-off day for the CETA and Work Study Programs. Thereafter, they may then be eligible for the CETA, Title I Adult Program, that is presently being operated by the North Bay Human Development Center. It is the intent of the school system, and specifically funded federal projects, to provide all students with an entry level skill in an occupation of their choice.

Question: Does the county extend career education services to special education target groups?
Answer: We provide ROP training to EMR students on a very limited basis. We do not really have services. There is a real need to develop a training, transitional, and placement program. No programs exist for Teen Mothers, TMR or VH.
Question: What specific services are provided?
Answer: We offer shop training and work experience. There is no real career guidance program in existence.

13. OTHER

Administrators

Question: How is this implemented?
Answer: EH gets career testing in career centers. They have all the services of the career centers, but career centers are not equipped to handle any of the other handicapped groups.
Question: What impact have they made? Are they effective?
Answer: We have not made any impact with most handicapped groups. The EH program has been effective with some students.
Question: Can you explain how the county has made an impact regarding:
(a.) Trade Training
Answer: I do not really know if it has made an impact, because there have not been any longitudinal studies or placement tallies. It probably has made an impact on some students.
(b.) Work Experience
Answer: No comment.
Question: If you were to write a county-wide master plan incorporating career education for special education students with regard to mainstreaming, what concepts would you include in the design that are not already in the design?
Answer: There is no county master plan. There should be a sequential career education program for the special education students starting with kindergarten. Kindergarten through sixth grade should be career awareness; this follows the state career educational framework. Seventh through ninth should be career exploration and tenth through twelfth should be specialized training. After determining their performance level, then plug them into this same basic plan. Special education students would come to the same career centers as normal students, and that would take care of mainstreaming because all the regular courses and job opportunities would be available to them. Wintun should have their own career center, but this would make mainstreaming more difficult because they would be off campus. Teen Mothers should not have a special career center; they should be closer to the campus so they could use the regular career center.
Question: Give us constructive criticism on the existing career education program.
Answer: There is no career guidance program for special education students. Career education has not been adopted by the county board or the district. We have to adopt a philosophy toward career education and how it can be implemented for regular and special education students. TMR's are capable of doing better things. They are not given a chance to do anything but menial tasks. We need to break down regular jobs into small steps and start training them for jobs in society. We need job task analysis to break down jobs into small steps. We have ROP, but we do not have career education for special education students. We do not have a sequential career education program for regular students, either (because the county and the district have not adopted a plan yet). It is doing as much as it can do without administrative support.
Question: Are there any major conflicts between the county and the district, which are serving to inhibit beneficial career education programs as well as grant writing? Please identify specific areas.
Answer: The fact that we are a political entity, and our superintendent is elected, causes the district to assume that any program the county wants to start is a political move. Because of this, the district's participation is minimal; they figure the county wants it to work, so the county will put out

13. OTHER

Administrators

all the effort. The district wants all the control of joint projects and their money. In joint projects, the county has control over the money and the power. The district resents this because they want to do their own thing, and they resent the county's directions.

Teachers

All EMR classes should be done away with. EMR's all in the same class imitate each other. If they were in a regular class, they would imitate the good learners. In Sacramento, we have no EMR or EH, just low-track math and English, etc; we have dropped the labels. Special education teachers are free to help the regular teachers, and teachers get more money for having special education students. Students have contact with regular students in areas where they do not have problems. The track program also helps gifted students.

> Question: Are we helping the students make the transition into high school?
>
> Answer: Ninth grade students are allowed to visit the high school EMR class for one day, (this is all arranged between teachers). Elementary students visit her one day also. On inservice days, you go to other districts, which is good, but we also need to go to schools here and go out on jobs with some ex-students.

We have always done a lot with field trips for first-hand experience. Usually we take a long trip once a year, such as going on a train to Canada. This gives students experience in coping with different traveling situations, such as socialization with the hearing world at mealtime.

Our facilities are great now and we have a cooperative attitude. Weakness is that aides are not properly trained or used.

My students are not really aphasic, except mildly. We have only had one student leave my class who got pregnant and dropped, and she was only in the program two months, so I did not really do much for her. She was only there a quarter of the time. I do wish more people knew about my program and realized what it is, rather than just being "aphasic" and thinking it is a disease. We have a lot of students coming back to visit us and show us how well they are doing.

We would like to get a driver's education program out here. We have a cooking class once a week, so students get practical experience and a hot lunch, which is good. We really feel good about the staff working together and the good communication with parents, administration and staff. The biggest problem we have is getting the students to a regular school for dances, assemblies, classes, etc. (transportation and money problems).

We need a vocationally oriented school. It is too college oriented. It is really a good program as far as flexibility is concerned. We do not get enough money to develop a total program for the student. It needs a team approach so problems get hit from all angles. I think this is a great questionnaire and hope something comes of it. I would like the administration to read these questionnaires so they know what is going on.

13. OTHER

Teachers

The students were taught and helped with regular classwork.

There is confusion over academic vs. vocational skills, and we are trying to keep a happy medium. Independent living skills are a vital part of the program. We would love to have the seniors in so they can check their living skills, and yet I realize the need for them to have jobs. Also, there is the dilemma of mainstreaming. I see myself as a resource person for the teachers who have our students in their classes. Periods not on duty are spent doing individual tutoring or conferring with teachers. There is a tremendous amount of love for the kids here, and an attempt is made to improve their self-images, which is very important.

We need more parent involvement and interest. Post-graduate follow-up is not sufficient. We need more release time to visit counterparts in other places, more inservice training, and workshops for the special education teachers. The Curriculum Materials Center is a step in the right direction. We need to be able to separate our different ability levels so they can have "custom-made" classes in academics and survival skills. Special education teachers have a huge turnover and this should be looked into. Why do they have such a big turnover? They have an extra credential, so should they be paid more as an incentive to stay in the field? Are they frustrated by lack of funds?

I think it is a great program; it is really an alternative school. We are very pleased that the students want to come to school.

I like to see students do more on weekends as a group. It would be better for the students to do things with regular classes, but occasionally a special field trip is necessary. We do not want them to get the idea that because they are blind they are special, but that they are special because they are an individual. We should be listing vocations that blind people are doing, that most people do not think they can do.

Agency Counselors

PSI can teach work habits and attitudes. PSI is now the dumping ground where the bike shop and ATCO used to be, but that is fine, because I really feel PSI can do something for these students, where the other programs could not. We get a lot of complaints from Wintun parents and school programs, and I figure they will not tell us because they are afraid the students may have problems. Parents are really upset about the Wintun and ROP programs. I also want to qualify these remarks by saying that we see mostly the problem students, students who cannot fit anywhere else.

> Question: Is the PSI workshop meeting the total needs of Napa Community (transitional workshops)?
>
> Answer: PSI actually has two workshops, one of which is transitional, and they do job-seeking skills. Part of the problem has been the school has not referred students over until recently. So they are now able to handle all types of students and problems. The answer is yes.

One especially good thing about the State Department of Rehabilitation is they follow along and help students, even when they are out of school and flounder around the most.

13. OTHER

Agency Counselors

We purchase diagnostic information for children. The only agency that can place is a state hospital, which is a very strong area for North Bay Regional Center.

I would like someone to publicly advertise why Vocational Rehabilitation dropped out of the schools. We screened the students, got them jobs, and kept them on the job. Vocational Rehabilitation gave them psychological testing to see if they would qualify for VR. Now, there will be nothing for special education students, and when they leave school there is nothing for them. I would like you to ask the State Department of Rehabilitation why they pulled out. I know why, but do not want to say. I want you to find out. The LDG class is two hours a day and needs to be expanded. It is totally inadequate. More students need help other than the 2% ceiling. There needs to be a complete special education program; they need Vocational Rehabilitation also. When students get out of school, they have to be out for a certain period of time before the Department of Rehabilitation will pick them up, and who will counsel the student to get in touch with the Department of Rehabilitation? I know of no other community services available to these students. If there are some, they should contact the school. We have a career planning and placement packet for regular students, but have not developed one for special education students because there is no program and no identification of special education students. In fact, they want to call the LDG program "tutoring."

School Counselors

I am generally pleased with the county assistance on all special education programs.

School Psychologists

Question: What are your responsibilities toward secondary special education students? Have you identified any problems (time limits, production requirements) within your services to them?
Answer: We screen the general population for placement and then work with them. The amount of time is not enough. Availability of special classes is not adequate, especially in EH. We have six hours per student for testing. We do not have time to work with the gifted students, and this area should be expanded. Gifted students need their own curriculum. I never have time to see any of the severely physically handicapped day students (with the tutor) who really need help. Parents get letters and, if they are interested, they bring the students down.
Question: Have you been assigned special days to work with special education students? Do you have a schedule?
Answer: I see two deaf students. All the students I see are special education in some way.
Question: Have you developed any individual prescriptions with special education teachers and do you follow them through?
Answer: EH is required by law to give individual prescription. Teachers have the responsibility for finding the best methods. I have not made any inroads with the high school teachers of deaf students. This year we are doing more about it. There are no prescriptions for EMR students.

13. OTHER

School Psychologists

Question: Do you belong to the CSFCEC?
Answer: No, I have no time. Employers in ROP programs should be counseled and informed of each student's specific disabilities and background; also, dangers and risks. Continuation should be dropped because there are better approaches for students who do not like school. Discipline is very lax. They should be getting more counseling. Psychologists need much more training on how to diagnose while they are in college. Special education teacher training is poor, also. We need more experience before we "hit" the classroom. We need more curriculum training. We need more experience working with the kind of students we will eventually be working with. Elementary school psychologists misdiagnose students because they do not have diagnostic skills, and the students are put into the wrong programs.

Pregnancy is a problem. Napa is still a very small community, so they have not accepted teenage, unwed pregnancy yet; it is coming, though. One hard thing is getting the people to help the girls finish school, etc., and supporting them, because they feel the girls are "bad." Many people do not even want to support the school because they feel the school is promoting promiscuity. All the school is really doing is dealing with reality, instead of closing their eyes. The girls are pregnant, they do need help, and they do need to graduate.

Yountville - Their separate location makes integration difficult; there is no integration. Some kind of integration with regular school programs is also needed at Wintun. Special Olympics is a major strength. It is good that summer school is available both at Wintun and in Yountville. Hot lunches at Wintun are good.

D. Career Education

1. Introduction

The purpose of this section is to review: What is going on in special education relative to vocational career education; The role of the educator/habilitator; And call to the attention of the reader areas needing improvement.

A review of the special education curriculums indicates that program emphasis as early as 1963 (E.M.R.) was greatly concerned with the development of the work personality.

The E.M.R. curriculum included a substantial program section devoted toward the promotion of vocational behaviors. The T.M.R. program began in 1958 and included a vocational emphasis as early as 1966.

With the exception of the above mentioned groups, the remaining special education target areas either have little or no vocation-career emphasis.

At the present time, county and district secondary students receive vocational services from the following programs:

1. Regional Occupational Program (R.O.P.)
2. Department of Rehabilitation
3. Comprehensive Employment Training Act (C.E.T.A.)
4. North Bay Regional Center

The Teen Mother program is housed in a facility located away from the high school campus. As stated in another section, this has both advantages and disadvantages. In terms of having access to the career center and a vast array of materials, speakers and field trips, the Teen Mother students are at a decided disadvantage. The researchers have been informed that none of the above programs available to the other target groups have provided any vocational services to the Teen Mothers.

The E.M.R., V.H., D/H.H. and E.H. groups receive considerable support from the State Department of Rehabilitation. Work experience monies are paid to the students while they are employed off campus. The rehabilitation counselor can provide funds for clothing; medical and dental examinations; tools; transportation fees; group therapy and many more services that prepare the students for the real world of work. Under the school-cooperative arrangement, the students are made eligible for case services as early as the tenth grade in contrast to the regular eligibility requirements which carefully consider maturation levels and the clients likelihood to enter the labor market after receiving services for a "reasonable" period of time.

The O.H. group teacher reports little or no vocational/career educational services have been received by the agency/programs mentioned above.

Pre-vocational career education begins with the development of the work personality and more specifically, the development of critical vocational behaviors. Educators and habilitators need to properly manage student behavior in order to bring it up to critical minimums. The significance of the word "critical" emphasizes the differences in whether the student is employable or non-functioning.

The classroom teachers, parents, agency and workshop counselors need to be concerned with the following critical vocational behaviors and critical employment-coupled behaviors. (July - August Journal of Rehabilitation: Krantz). The following outline could be used to develop an individual vocationally oriented goals objectives chart.

Critical Vocation Behaviors

A. Job Objective Behaviors

1. He has a vocational goal:
   a. being oriented toward employment or having a vocational goal at all;
   b. having a clear enough vocational goal so as to move ahead at that point in his development.

2. He has an appropriate work objective - has a goal which:
   a. is work he can do and for which he is qualified;
   b. is work he is willing to do;
   c. is actually available in the community.

B. Job-getting Behaviors

1. He seeks work frequently enough.
2. He has appropriate interview behavior - presents himself in such a way that:
   a. he makes clear to the employer his assets;
   b. he accounts for his problems, such as periods of unemployment;
   c. he shows proper enthusiasm about the work;
   d. he is reasonably free of mannerisms which stigmatize him or annoy the employer.
3. He uses job leads - knows about sources of job leads and shows this knowledge in behavior.

C. Job-keeping Behaviors - behaviors which help the person to stay employed after he gets the job.

1. He attends work regularly.
2. He shows up for work promptly. Note that promptness must be defined in appropriate terms; some jobs require that the employee not show up until almost exactly time to start work, and other jobs require that the person be at the work station some time before actually starting work.

3. He behaves toward co-workers in such a way that:
    a. he does not irritate them, make them mad, or distract them;
    b. he is not abused or victimized (this would create an administrative burden to the employer.

4. He behaves in relation to supervision so that:
    a. he shows an acceptance of his subordinate role in relation to the supervisor;
    b. he creates minimum supervisory overhead consuming only ordinary supervisory time and attention.

5. He produces enough work:
    a. he remains consistently at his work station to an extent appropriate to the occupation;
    b. he maintains adequate production speed (a common problem being low productivity - rarely, a client may have too high a speed leading to his rejection as a rate-buster);
    c. he sustains effort and shows adequate stamina and demonstrates willingness to continue to exert himself against the demands of the work world.

6. He produces up to appropriate quality standards:
    a. he recognizes that there are quality standards and accepts them as reasonable demands upon him;
    b. he attends to meeting quality standards and has attained the capability of meeting them;
    c. he recognizes the point of "good enough" and does not sacrifice production rate to needless perfectionism.

Critical Employment-coupled Behaviors

D. Social Living Competencies

1. He utilizes his leisure time so that he is:
    a. appropriately engaged and occupied rather than being at loose ends;
    b. satisfied and reasonably content with his leisure time occupation.

2. He manages his money so that he does not spend more than he has.

3. He has acceptable grooming and appearance.

4. He manages legal problems adequately (avoids excessive garnishments, manages divorce and other personal suits, and effectively manages claims against such government services as social security or unemployment compensation).

E. Community Living Competencies
   1. He houses himself, finds a place to live and maintains reasonable stability in housing.

   2. He secures adequate medical services (rehabilitation clients, the disadvantaged and the retarded no less than the physically disabled frequently have an unusual amount of medical need. They frequently are plagued by a multitude of minor to serious medical problems and have shown themselves to be inept at securing services):
      a. he has a personal physician or is linked to a public medical service;
      b. secures health-supportive services.

   3. He is mobile in the community - he uses personal or public transportation when necessary for employment, recreation and personal affairs.

F. General and Personal Living Competencies
   1. He copes with family and marital relationships so that they do not interfere with employment.
   2. He has adequate personal adjustment and stability.

Each student should participate in the following areas:

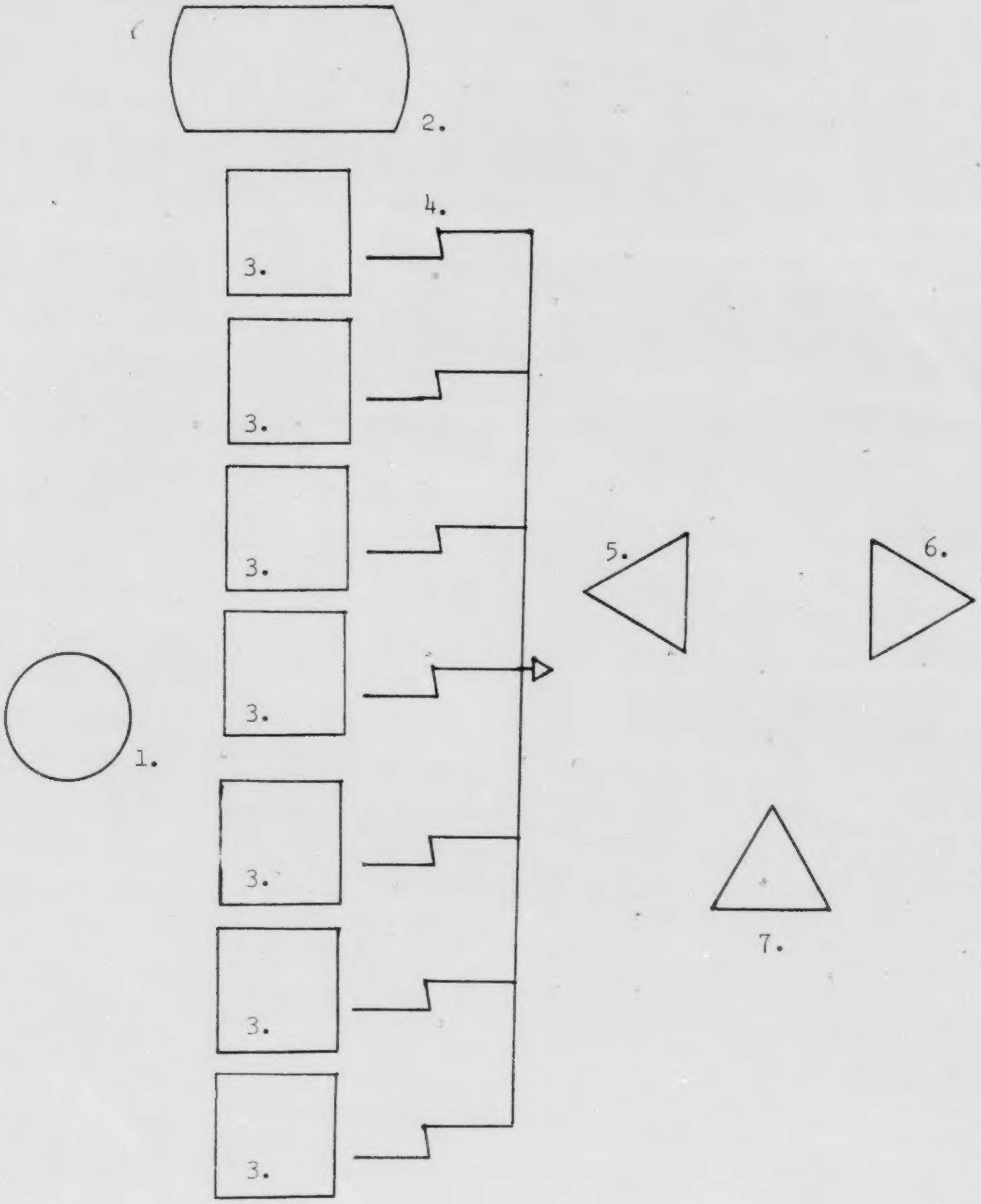
1. Adequate and periodic program screening.
2. Program assignment.
3. Teacher selection of individual program goals and objectives based upon current baseline data.
4. On-going communication with the following resources:
5. Community (organizations)
   a. State Rehabilitation
      1. Client case service management
      2. Work experience
      3. Counseling
      4. Transportation
      5. Therapy
   b. Workshops
      1. Work evaluation
      2. Work adjustment
   c. R.O.P.
      1. Vocational courses
      2. Curriculum materials
   d. Comprehensive Employment Training Act (C.E.T.A)
      1. Competitive wages
   e. North Bay
   f. Welfare
   g. Other agencies

6. Education (Schools)
   a. Academic skills
   b. Community living skills
   c. Vocational skills
      1. Interviewing skills
      2. Job applications
      3. Vocational counseling

4. Career exploration
5. Career awareness
6. Career work experience placement
7. Vocational Testing
    a. Interests
    b. Aptitudes

7. Industry
    a. Job sites
    b. Work evaluation imput

An educational vocational service delivery system flow chart for secondary special education students.



2. Career Education Baseline Data

The career education management system consists of three comments: The resources of industry; the authority of the community; and the responsibility of education.

In order to prepare students for the world of work, and identify the needs of the competitive labor market (industry), two areas must be developed.

First, a student entering the program should have current baseline data accompanying program admission for the teacher. The data includes information on six areas: academic and vocational test results; psychomotor strengths; environmental strengths; vocational preparation; general education preparation; and other (personal data and personality strengths). Baseline data provides the teacher with information relative to beginning a realistic program with appropriate goals and objectives. (Please see forms, "Student Baseline Data, Parts I and II.")

In addition to the baseline data, teachers will need to establish an ongoing vocational report format. The "Vocational Report" provides information on four, need areas with related diagnosis, recommendations, assigned parent objectives and comments:

1. Personal
2. Work Habits
3. Quality and Volume of Work
4. Recommendations

(Please see form, "Vocational Report.")

The second major area educators and all other personnel concerned with career education need to be concerned with, are accurate community needs and job analysis surveys. (Please see forms, "Job Analysis Worksheet" and "Business Community Survey.")

In order to determine where the jobs are, the employer attitudes toward the handicapped, the specific job requirements, and finally the identification of worker requirements with student ability levels, the community needs and job analysis must be performed. This information becomes the foundation of sound data with which to build a firm training program. Teachers, administrators, counselors, and placement workshop personnel need to familiarize themselves with the procedures utilized in determining where the community resources exist.

The following community survey form identifies the number of jobs within a company, and which target group(s) could perform the job. Attitudes, training prerequisites, on-the-job training possibilities and employment opportunities are noted.

The job analysis form is used with the baseline data collected on the student. Major categories on each form are the same. The purpose of performing the individual job analysis is to maximize student training and placement success by harmonizing the job profile information with the student information profile.

In summation, we have identified a major area within the career education and training sections of the curriculum that is lacking, namely the application of a community needs and job analysis. Not only is this training and curriculum component non-existent within the school setting, it also appears to be totally ignored by the community, workshops, rehabilitation centers, and education community.

Is there any point in continuing to train students in areas that are non-existent? Is there utility in having program and curriculum planners become aware of and meet the needs and requirements of the community? We think so.

STUDENT BASELINE DATA - Part I

Name ____ School ____ Year ____
Phone ____ Soc. Sec.# ____ Drivers License ____

Academics and Vocational Strengths

Psychomotor Strengths

Physical Strength
Standing ____ Minutes/Day
Walking ____ Distance/Day
Sitting ____ Min./Sitting
Lifting ____ Lbs.
Carrying ____ " ____ Dis.
Pushing ____ " ____ "
Pulling ____ " ____ "

Controls
Arms Left ____ Com. Mov. ____
Par. Mov. ____
Right ____ Com. Mov. ____
Par. Mov. ____
Hands Left ____ Com. Mov. ____
Par. Mov. ____
Right ____ Com. Mov. ____
Par. Mov. ____
Arm-Hand (Comb.) Left ____
Right ____ Com. Mov. ____
Par. Mov. ____
Foot Left ____ Com. Mov. ____
Par. Mov. ____
Leg Left ____ Com. Mov. ____
Par. Mov. ____
Leg-Foot (Comb.) Left ____
Right ____ Com. Mov. ____
Par. Mov. ____

Ability To Do The Following:
Climbing ____ Yes or No
Balancing ____ Yes or No
Stooping ____ Yes or No
Kneeling ____ Yes or No
Crouch ____ Yes or No
Crawling ____ Yes or No
Reaching ____ Yes or No
Handling ____ Yes or No
Feeling ____ Yes or No

Communication
Ord. Talk Quiet ____ Mod. ____ Loud ____
Other ____
Sign Lang. ____
Lip Reads ____
Other ____

Hearing
Ord. Talk ____
Sensitive To ____
Other

Environmental Strengths

Outdoors or Indoors
Enjoys Outside Work ____
" Inside " ____
Heat Tolerance ____
Cold Tolerance ____
Humidity " ____
Asthma ____ Impetigo ____
Dry Air Reactions ____
Noise Tolerance ____
High Tones ____ Low Tones ____
Dec. 1 ____ 130

Allergies
Plants, Fumes, Dusts,
Mists, Medicine,
Cases.

Work Preferences
Enjoy Working:
Alone ____ In Close Prox.
Someone ____ Teamwork ____
In crowded Cond. ____
Isolated ____ In Large
Open Area

Prefer Not to Work
In Dark Area ____
In Public Contact ____
Around Mach. ____
With Acids, Poisons,
Etc. ____
Alone ____

Sight
Depth.Perc. Norm. ____ Def. ____
Color Perc. Norm. ____ Cannot
recog. what hews ____ Field of
Vis. ____
Cor. Lenses ____ Con. Lenses ____
Vision ____/____ Leg. Blind ____
Tot. Blind ____

STUDENT BASELINE DATA - Part II

Name____________________School___________________________Year______
Phone_____________Soc. Sec.#_________________Drivers License___________

Vocational Preparation

dustrial/Voc. Classes
ken:

ass Length

oc. Taught Equip.Mast.

ocational Interests

ocational Strengths

Gen. Education Preparation

List Academic Classes Taken:
Major____ Length of Class____

Minor____ Length of Class____

List Work Experiences:
Emp./Boss/Foreman

Duties Perf. Length of Employ.

Work Experiences:
On - Off Campus ____
Summer ____
Full-Time ____
Part-Time ____

Other

Personality Strengths
1. Dependency ____
2. Self-Concept ____
3. Impulsive Control____
4. Self-Drive ____
5. Social Conformity____

Personal Data
Hobby
Drivers License Held:
Class___State___Length of Time____

Vocational Report

Student

Date

IDENTIFIED NEEDS	CHECK	DIAGNOSIS OF PROBLEM	RECOMMENDATIONS	PARENT CONCERN/SUPPORT
1. Personal				
1.1 Cleanliness/neatness				
1.2 Honesty				
1.3 Responsible				
1.4 Interest				
1.5 Cooperative				
1.6 Willing to accept change				
1.7 Replaces equipment properly				
1.8				
1.9				
2. Work Habits				
2.1 Punctual(Timing)				
2.2 Regular Attendance				
2.3 Complies with rules				
2.4 Stays at job				
2.5 Works safely				
2.6 Works well with others				
2.7 Sees direction				
2.8 Teamwork				
2.9 Work independence				

IDENTIFIED NEEDS	CHECK	DIAGNOSIS OF PROBLEM	RECOMMENDATION	PARENT CONCERN/SUPPORT
3. Quality and Volume of Work				
3.1 Daily unit output				
3.2 Quality of work				
3.3 Quantity of work per week or mo.				
3.4 Neatness of work				
3.5 Accuracy of work (Dexterity)				
3.6 Consistency of work (Memory)				
3.7 Progress in area assigned				
3.8				
3.9				
4. Recommendations				
4.1 Continue job/Rotation				
4.2 Classroom teacher input				
4.3				
5. Comments				

Job Analysis Worksheet

CIRCLE: A.H., E.M.R., E.H., O.H., V.I.

DOT Title & Code ______ Location ______

Phone ______ Times Available ______ Reviewer ______ Supervisor ______

Psychomotor Requirements

Strength	0%	50%	75%	100%
Standing				
Walking				
Sitting				
(lbs.)	10-20	20-50	50-75	75-100
Lifting				
Carrying				
Pushing				
Pulling				
Controls	N	L	R	B
Arm				
Hand				
Hand-Arm				
Foot				
Leg				
Foot-Leg				
	NP	P	FP	
Climbing				
Balancing				
Stooping				
Kneeling				
Crouching				
Crawling				
Reaching				
Handling				
Feeling				
Communication Ordinary Talking				
Signing				
Lip Reading				
Other				
Hearing Ordinary				
Other				
Seeing Depth Perc. (continue)				

Environmental Conditions

Location	0%	50%	75%	100%
Inside				
Outside				
Temperature	NP	P	FP	
Cold				
Hot				
Wet/Humid				
Dry				
Noise - Est. db				
Hazards	NP	P	FP	
Vibration				
Mechanical				
Electrical				
Burns				
Explosives				
Radiant Energy				
Other				
Atmospheric Cond. Fumes				
Odors				
Dusts				
Mists				
Gases				
Ventilation				
Other				
(SEEING CON'T.) Fld. of Vis.				
Corrective lenses to be worn?				
Totally blind person perform?				
Color Perc.				
Form Perc.				

Vocational Preparation

Knowledge Of:

Tools:

Equipment:

Materials:

Uniform ______
Type of: ______
Safety ______
Type of: ______

Req. Voc./Indust. Ed.
Training
In-service ______
On-the-job ______
Apprenticeship ______
Pre-Voc. ______
Work Experience ______
Work Experience Requirements: ______

Tests
Tests Required:
Physical Exam. ______
Pre-Employment ______
Aptitude ______
Interest ______

Calif. Driver's License:
Class 1__2__3__
Other______

General Education Requirements
(Check If Needed)

Business Courses: Accounting__
Office Machines__Secretarial__

Math +__-__÷__x__
Frac.__Dec.__Other__

Science Bio.__Bot.__Chem.__
Physics__Abstractions__

Language
___1. Oral/written orders; oral instructions
___2. File, post, mail, copy rough/corrected draft
___3. Interview for information, guide people
___4. Transcribe, interview for jobs, interpret technical manuals

Reasoning
___1. Follow simple instructions little or no change
___2. Follow detailed, but uninvolved oral or written instructions
___3. Follow written or oral diagrams; several concrete variables from std. norm.
___4. Involves principles of rational systems; variety of variables

Required Educational Preparation
(Check if needed)

J.H.__H.S.__J.C.__VOC.__
C.T.C.__COLLEGE__

Other

Personal Characteristics
Demonstrates:
Neat ___
Cooperation ___
Initiative ___
Leadership ___
Honesty ___
Bondability ___
Other______

Protocol
Employer/Employee ___
Supervisor/Employee ___
Employee/Employee ___

Supervision
Constant ___%
Some ___%
Very little ___%
Must be self directed ___%

Promotional/Transfer Possibilities ___

Union Membership Required ___

NP=Not Present
P=Present
FP=Frequently Present

L=Left
R=Right
B=Both
N=Neither

0=No ability required
1=Low ability required
2=Some ability required
3=Average ability required
4=Above average requirements
5=Highly refined requirements

Any other information regarding the suitibility of this job:

BUSINESS COMMUNITY SURVEY

______________ Date

1. ______________ Name of Company ______________ Address ______________ Phone

1. ______________ 5. ______________ 9. ______________

2. ______________ 6. ______________ 10. ______________

3. ______________ 7. ______________ 11. ______________

4. ______________ 8. ______________ 12. ______________

2. Which job listed above can the student do?

2.1 A.H. 1 2 3 4 5 6 7 8 9 10 11 12

2.2 E.H. 1 2 3 4 5 6 7 8 9 10 11 12

2.3 EMR 1 2 3 4 5 6 7 8 9 10 11 12

2.4 O.H. 1 2 3 4 5 6 7 8 9 10 11 12

2.5 V.I. 1 2 3 4 5 6 7 8 9 10 11 12

3. Employers' attitude toward handicapped?

1. Excellent 2. Good 3. Fair 4. Acceptable 5. Poor

4. Employment opportunity ___Good ___Fair ___Poor

5. Pre-training prerequisites

2.1 A.H. 1 2 3 4 5 6 7 8 9 10 11 12

2.2 E.H. 1 2 3 4 5 6 7 8 9 10 11 12

2.3 EMR 1 2 3 4 5 6 7 8 9 10 11 12

2.4 O.H. 1 2 3 4 5 6 7 8 9 10 11 12

2.5 V.I. 1 2 3 4 5 6 7 8 9 10 11 12

6. O.J.T. Potential ___Yes ___No

7. General comments. (Example -- Union?)______________

____

____

8. ______________ Job Analyzer ______________ Manager's Name

3. Explanation of D.O.T. Numbering System and Job Classification

The D.O.T. has become a standard source of career education information. It provides the practitioner with a battery of meaningful vocational data. Job information includes the following:

1. Working conditions
2. Physical demands
3. General educational requirements
4. Cross reference system
5. Specific vocational preparation

The classification of occupations are determined by a six-digit code number.

Example:

1st 2nd 3rd 4th 5th 6th

2 0 1 . 3 6 8

Data

People

Things

There are nine occupational categories listed on page XVII of Volume I. The first digit of the three numbers to the left of the decimal indicates the major category. In the above example, the "200" series refers to clerical and sales occupations. The last three digits express the levels of complexity at which the worker is required to function in terms of data (4th digit), people (5th digit), and things (6th digit).

After finding the worker trait group page number in the 1966 D.O.T. supplement, Third Edition, the reader will discover a cross reference to many jobs similar to the initial job requested.

Familiarization of the information on pages XVII - XIX, Volume I, will enable the practitioner to provide a very worthwhile career education service for the student.

The above information is recorded for the use of teachers and counselors and all others concerned with career education.

4. Occupational Titles by Target Group

TEEN MOTHERS

303.138	Housekeeper
249.268	Census Taker
201.368	Secretary
211.368	Cashier
290.478	Sales Clerk
219.488	Accounting
342.858	Carnival Barker
235.862	Operator
915.867	Service Station Attendant
310.868	Hostess
307.878	Babysitter
311.878	Bus Girl
311.878	Waitress
355.878	Hospital Aide
382.884	Janitor
363.885	Presser
787.885	Assemblylineman - Sewing
249.887	Newspaper Folder
318.887	Dishwasher
323.887	Maid
421.887	Field Worker
529.887	Food Service Worker
739.887	Assemblylineman

TRANSITIONAL

187.168	Custodian
860.381	Carpenter
290.478	Sales Clerk
810.782	Welder
311.878	Bus Boy/Girl
355.878	Nurses Aide
382.884	Janitor
920.886	Packager

VH

152.028	Guitar Teacher
660.280	Cabinet Maker
620.281	Construction
860.381	Apprentice Carpenter
318.887	Dishwasher
919.887	Car Washer

EMR

005.081	Sanitation Engineer
899.131	Laborer Foreman

EMR (continued)

303.138	Housekeeper
189.168	Security Officer
600.280	Machinist
862.281	Pipe Fitter
249.368	Library Aide
379.368	Dispatcher
330.371	Barber
313.381	Cook
899.381	Maintenance
206.388	File Clerk
290.478	Sales Clerk
582.782	Tannery - Wheelman
810.782	Welder
915.867	Service Station Attendant
356.874	Dog Bather
311.878	Bus Boy/Girl
355.878	Hospital Aide
355.878	Nurses Aide
421.883	Farm Laborer
905.883	Truck Driver
909.883	Garbage Collector
369.884	Laundry
382.884	Janitor
862.884	Laborer
869.884	Road Construction
869.884	Ship Wrecker
787.885	Assemblylineman - Sewing
920.886	Packager
739.887	Assemblylineman
318.887	Dishwasher
323.887	Maid
363.887	Tannery - Ironing Hides
404.887	Fruit Picker
407.887	Cemetery Caretaker
920.887	Box Boy/Girl
922.887	Loading and Shipping

TMR

365.884	Shoe Repair Helper
382.884	Janitor
761.884	Sander
318.887	Dishwasher
739.887	Assemblylineman
769.887	Woodshop Assistant
920.887	Box Boy/Girl

LDG/EH

303.138	Housekeeper
620.281	Mechanic
620.281	Construction
201.368	Secretary
249.368	Library Aide
313.381	Cook
807.381	Body Shop
860.381	Apprentice Carpenter
866.381	Roofer
899.381	Maintenance
292.383	Newspaper Distributor
209.388	Clerk Typist
210.388	Bookkeeper
290.478	Delivery
600.680	Machinist
845.781	Auto Painting
810.782	Welder
862.884	Laborer
915.867	Service Station Attendant
319.874	Catering Helper
307.878	Babysitter
355.878	Nurses Aide
915.878	Lot Attendant
424.883	Heavy Equipment Operator
905.883	Truck Driver
373.884	Firefighter
382.884	Janitor
407.884	Gardener
851.884	Drain Lines
363.885	Presser
510.885	Burner
318.887	Dishwasher
323.887	Houseman
529.887	Assistant Cook
739.887	Assemblylineman
740.887	Painter
909.887	Furniture Mover
919.887	Car Washer
929.887	Christmas Tree Maintenance

5. Occupational Titles - Numerical Order by Trade Group

152.028	Guitar Teacher
005.081	Sanitation Engineer
899.131	Laborer Foreman
303.138	Housekeeper
187.168	Custodian
189.168	Security Officer
249.268	County Census Taker
600.280	Machinist
660.280	Cabinet Maker
620.281	Construction
620.281	Mechanic
862.281	Pipe Fitter
266.358	Avon Saleswoman
201.368	Secretary
211.368	Cashier
249.368	Library Aide (Page)
379.368	Dispatcher
330.371	Barber
313.381	Cook
807.381	Body Shop
860.381	Carpenter - Apprentice Carpenter
866.381	Roofer
899.381	Maintenance
292.383	Newspaper Distributor
206.388	File Clerk
209.388	Clerk Typist
210.388	Bookkeeper
290.478	Sales Clerk
299.478	Delivery
219.488	Accounting
845.781	Auto Painting
582.782	Tannery - Wheelman
810.782	Welding
342.858	Carnival Barker
235.862	Operator
915.867	Service Station Attendant
310.868	Hostess
319.874	Catering Helper
356.874	Dog Bather
307.878	Babysitter
311.878	Bus Girl/Boy
311.878	Waitress
355.878	Hospital Aide
355.878	Nurses Aide
915.878	Lot Attendant
421.883	Farm Laborer
424.883	Heavy Equipment Operator
905.883	Truck Driver
909.883	Garbage Collector
929.883	Tractor Driver

365.884	Shoe Repair Helper
369.884	Laundry
373.884	Firefighter
382.884	Janitor
407.884	Gardener
761.884	Sander
851.884	Drain Lines
862.884	Laborer
869.864	Road Construction
869.884	Ship Wrecker
363.885	Presser
510.885	Burner
787.885	Assemblylineman - Sewing
920.886	Packaging
249.887	Newspaper Folder
318.887	Dishwasher
323.887	Houseman
323.887	Maid
363.887	Tannery - Ironing Hides
404.887	Fruit Picker
407.887	Cemetery Caretaker
421.887	Field Worker
529.887	Assistant Cook
529.887	Food Service Aide
739.887	Assemblylineman
739.887	PSI
740.887	Painter
769.887	Woodshop Assistant
909.887	Furniture Mover
919.887	Car Washer
920.887	Box Boy/Girl
922.887	Loading and Shipping
929.887	Christmas Tree Maintenance
891.894	Pool Service

6. Occupational Titles - Alphabetically

D.O.T.#	Job Description
219.488	Accounting
739.887	Assemblylineman
787.885	Assemblylineman - Sewing
845.781	Auto Painting
307.878	Babysitter
330.371	Barber
807.381	Body Shop
210.388	Bookkeeper
920.887	Box Boy
510.885	Burner
311.878	Bus Girl/Boy
660.280	Cabinet Maker
342.858	Carnival Barker
860.381	Carpenter - Apprentice Carpenter
919.887	Car Washer
211.368	Cashier
319.874	Catering Helper
407.887	Cemetery Caretaker
209.388	Clerk Typist
620.281	Construction
313.381	Cook
529.887	Assistant Cook
249.268	County Census Taker
187.168	Custodian
299.478	Delivery
318.887	Dishwasher
379.368	Dispatcher
356.874	Dog Bather
851.884	Drainlines
421.883	Farm Laborer
421.887	Field Worker
206.388	File Clerk
373.884	Fire Fighter
529.887	Food Service Aid (Kitchen Aid)
404.887	Fruit Picker
909.887	Furniture Mover
909.883	Garbage Collector
407.884	Gardener
152.028	Guitar Teacher

D.O.T. #	Job Description
424.883	Heavy Equipment Operator
355.878	Hospital Aid
310.868	Hostess
303.138	Housekeeper
323.887	Houseman
382.884	Janitor
862.884	Laborer
899.131	Laborer Foreman
369.884	Laundry
249.368	Library Aide(Page)
922.887	Loading and Shipping
915.878	Lot Attendant
600.680	Machinist
323.887	Maid
899.381	Maintenance
620.281	Mechanic
292.383	Newspaper Distributor
249.887	Newspaper Folder
355.878	Nurses Aide
235.862	Operator
920.886	Packaging
740.887	Painter
862.281	Pipe Fitter
891.894	Pool Service
363.885	Presser
739.887	PSI
869.884	Road Construction
866.381	Roofer
290.478	Sales Clerk
266.358	Saleswoman (Avon)
761.884	Sander
005.081	Sanitation Engineer
201.368	Secretary
189.168	Security Officer
915.867	Service Station Attendant
869.884	Ship Wrecker
365.884	Shoe Repair Helper

D.O.T. #	Job Description
363.887	Tannery - Ironing Hides
582.782	Tannery - Wheelman
929.883	Tractor Driver
905.883	Truck Driver
311.878	Waitress
810.782	Welding
769.887	Woodshop Assistant
929.887	Xmas Tree Maintenance

7. Regional Occupational Program

The Regional Occupational Program, administered by the Napa County Superintendent of Schools, prepares high school students for the opportunity to advance vocationally by providing a substantial array of courses:

1. Auto Shop
2. Body and Fender
3. Auto Brakes
4. Auto Lamp Adjustment
5. Auto Specialties:
    - Carburation
    - Air Conditioning
    - Hydraulics
    - Suspension
    - Transmission
6. Auto Welding
7. Building Construction
8. Cashiering
9. Health Occupations
10. Office Simulation
11. Small Engine and Motorcycle Repair
12. Apprenticeship Programs
    - Body and Fender
    - Roofing
    - Carpenter
    - Auto Mechanic
    - Electrical
13. Graphics
14. Food Service
15. Duplicating
16. Agriculture Projects
17. Distributive Education
18. Agriculture Equipment Operation
19. Electronics Technicians
20. Work-Study

In addition to the courses offered, the R.O.P. provides students with a career education center facility located at each one of the high schools. The career education specialists assigned to the center support students with interesting speakers, interest tests, career guidance materials, field trips and counseling services.

The researcher has asked special education teachers to identify student services provided by the R.O.P. as well as areas in need of development.

SERVICES PROVIDED:

- I. Training Courses
  - a. Food Service
  - b. Welding
  - c. Cashiering
  - d. Small Engine Repair
  - e. Body and Fender Repair

- II. Purchase of Classroom Materials
  - a. Hand Calculators
  - b. Special Education Career Materials

- III. Provisions for an R.O.P. Tutor
  - a. Food Service Class
  - b. Cashiering Class

- IV. Career Center
  - a. Materials
  - b. Speakers
  - c. Field Trips
  - d. Testing

AREA DEVELOPMENT:

1. Establish a community job needs analysis prior to vocational course development in order to make curriculum responsible and relevant to the requirements of the world of work (industry).

2. Redevelop or restructure R.O.P. courses in order to respond to the instructional needs of special education students by reducing the academic stress associated with the trade course.

3. There should be more creative program curriculum implementation e.g. the career center should have a well developed career student delivery service system responding to student goals and objectives in a programmed orderly fashion throughout the school year.

4. All trade classes should be available to qualified special education students.

5. A regularly scheduled meeting with the R.O.P. coordinator for the purposes of discussing student needs should be developed.

6. R.O.P. class development must be based on the community labor market (similar to number one).

If the R.O.P. guidelines clearly state that the vocational programs must be preparing students for saleable and/or entry level skills, then it is suggested that services offered to the special education students in terms of courses be carefully scrutinized as to whether or not it meets the guidelines initially designed to satisfy the requirements of the world of work having a placement potential.

After speaking with the R.O.P. coordinator for the handicapped, one may accurately conclude that he feels "there is not much one can do for the T.M.R. in terms of teaching entry level saleable skill preparation."

Both of these statements reflect conditions of the past. The United States Department of Health Education and Welfare, Commission for the Rehabilitation Services Administration, reported to the California Association of Rehabilitation Facilities in San Francisco, May 1976. His comments were principally concerned with the new employment directions taken for the handicapped (special education). His conclusions were reported to the research team by a prominent California director of workshops employing and training the retarded. Commissioner Andrew Adams indicates that the retarded have a future in industry. The placement concept is known as "Workshop Without Walls". There are vital tasks within the industrial community which are repetitive, boring and have a high turnover due to the direction personnel offices have taken relative to hiring practices. The retarded are reliable and motivated toward staying on the job.

A management system provided by the workshop enables industry to hire a group of T.M.R. clients (paid minimum wage) and a supervisor (also paid by industry) to accept total responsibility for the job tasks. The workshop receives a handling fee for management services. Each member of the group is directly responsible to the company, however, the workshop has the responsibility to disperse salaries and provide ongoing work adjustment services.

The national statistics of those involved in the "Workshop Without Walls" concept show an 80% group placement involvement in services and a 20% placement in industry.

The success of the programs is largely determined by the degree of prevocational training and awareness of community needs. The San Jose HOPE Workshops director, Mrs. Mary Williamson, emphasized adequate prevocational training consisting of the following areas are necessary:

1. Psychomotor development
2. Activities of Daily Living
    a. Transportation
    b. Meal Preparation
    c. Apartment Living
    d. Grooming
3. Perceptual Motor Skills
   Sensory Motor Skills
4. Work Habits
5. Social Skills
6. Summary Reports

Mrs. Williamson felt that T.M.R. employability success rates are proportionate to the quality of the prevocational training program.

The R.O.P. services for the T.M.R. do not appear to be aligned with the guidelines as explained to the research team. The constellation of vocational services offered to the T.M.R. resemble a poorly developed prevocational teaching system rather than an occupational training program based upon community requirements obtained by a community needs and job analysis research.

The research team was impressed with the dedication of the R.O.P. instructional staff. The special education students related positive feelings concerning the instruction received and indicated a desire to continue with the R.O.P. training program.

The major criticism developed concerns itself with the legality of involving R.O.P. with prevocational programs. Salable entry level skills can be greatly maximized by developing prevocational training. Every course established by R.O.P. must be established on the basis of realistically meeting the needs of the community. Employability can be improved if educators/habilitators accept the responsibility of harmonizing the needs of the students with the requirements of the world of work.

E. Commentary on School Cooperative Program with State Department of Rehabilitation

1. Program Termination

The school cooperative program with the State Department of Rehabilitation began seven years ago in Napa.

The program included the county schools until the 1974-1975 school year. However, caseload services for the students in county schools through the cooperative program have since been terminated. The rationale for the decision to terminate was an area the researcher desired to explore in order to determine if the feasibility of student services continued to exist.

Upvalley Responses by Counselors, Administrators and Agency Personnel

1. Was the upvalley school cooperative program beneficial to students? - Yes
2. Is there a continued need for an early delivery of rehabilitation services? - Absolutely
3. Is there program potential to help students? - Yes

Thirty-five students were identified by school counselors as needing rehabilitation support services in the following areas:

1. Work experience
2. Medical/Dental screenings
3. Work clothes
4. Job counseling
5. Funds for work experience (work incentive monies)

One counselor said, "The program was working, we were helping kids, and I enjoyed it."

A superintendent stated, "I really do not know if it was working, I never got information or results from year-end reports. The general feeling I had was very good, I would like to see it back. I always made referrals to them when I was a teacher."

Another school counselor said, "I would have liked to see the rehabilitation counselor more often. He could have met with the students more frequently to do vocational and job counseling. We (school) were doing a large portion of the work assigned to the rehabilitation counselor. We did identify a lot of kids which takes time, and nothing happened i.e., we never knew the results (dispositions)."

A community agency counselor located upvalley said, "There are plenty of kids that need help up here. I never knew the State Department of Rehabilitation was up here nor what help they could offer, I need to know about rehab."

The County Superintendent of Schools has the responsibility of signing the cooperative agreement and provide for the required services of the "match personnel." A percentage of student service time is required in order to qualify for case services provided by rehabilitation. The superintendent did not sign the contract because the information input received by "county match personnel" indicated that county match costs did not coincide with benefits received for students from the Department of Rehabilitation. The superintendent further indicated that the local rehab supervisors never provided periodic or year-end reports. Before the decision was made to continue or terminate this program, the superintendent requested that a factual year-end report be provided. The report was never received by the superintendent nor was any other communication attempted.

Comments by the Rehabilitation Counselor

The counselor stated that his understanding of the contract termination was based on two points: (1) "The county backed out, they wanted to go in a different direction." (2) The new match personnel felt the position held should be directed toward career education, rather than rehabilitation and a host of other fragmented services.

Comments by the Rehabilitation Supervisor

The following letter was submitted by the supervisor in response to a query concerning the county rehab termination of the cooperative program:

See next two pages.

STATE OF CALIFORNIA—HEALTH AND WELFARE AGENCY
EDMUND G. BROWN JR., Governor

DEPARTMENT OF REHABILITATION
1736 JEFFERSON STREET
NAPA, CALIFORNIA 94558

255-2065

March 11, 1976

Mr. Bob Young, Project Coordinator
Special Education Research Project
4032 Maher Street
Napa, California 94558

Dear Mr. Young:

In reviewing your letter of March 8th, requesting information about the now terminated cooperative contract between the Department of Rehabilitation and the Napa County Superintendent of Schools Office, I reviewed some of the correspondence between the Department and the superintendent's office and that information forms the basis for my response.

At this time we now have a half-time contract with the Napa College District and a half-time contract with the Napa Valley Unified School District. The college contract is in its second year of a three year contract and the contract with the school district was just signed for a new three year term. I felt fortunate that these contracts will be continuing in force in light of the current trend of the Department which is away from third party agreements. Please review the pertinent sections of the legislative analyst's report attached with regard to cooperative contracts. This report suggests the trend of the Department is indeed toward dissolving these agreements and certainly not creating any new ones.

With regard to your specific concerns, I submit the following:

1. Mr. Billings and I viewed the up-valley program as simply an extension of what we were doing in the City of Napa. There was the element of distance that was somewhat of a hindrance, but certainly not insurmountable. Going over the history of the program I feel that the level of support from school staff varied, but certainly was apparent. During Mr. Billings' and my tenure in this aspect of the cooperative contract, we feel we received the greatest up-valley assistance from Mr. Cy Pearson during the time he was assigned as the matched personnel.

2. The average caseload from up-valley residents averaged from 12 to 20 students.

3. The numbers of students represented approximately 16% of the total caseload and therefore 16% of the budget. As an example, the budget for fiscal year 1975 was $37,588. Up-valley students probably received around $6000 of that in service monies.

4. Services received were counseling, guidance, work experience, on-the-job training and job placement.

5. Closures generated were varied, such as homemaker, stock clerk, farm hand, service station attendant. These are similar in nature to the rehabilitation closures generated in the total program.

Although we do not have a cooperative agreement with the Superintendent of Schools Office, students eligible for services certainly could be referred during the latter part of their senior year to the Napa office. I have enclosed a current copy of our eligibility and priority statements for your consideration.

In summary, I felt that when we had a cooperative agreement with the superintendent's office, it was a program that functioned to the benefit of all concerned, that being the students, school system and the Department of Rehabilitation. The up-valley schools still have the option of referring potentially eligible individuals to our office in Napa where they will be evaluated to determine eligibility for services. The Department of Rehabilitation is moving away from cooperative agreements so I do not see any hope for establishing such an agreement. I am concerned that eligible clients receive proper services so I therefore would like to be made aware of any circumstance where a client has come to the Napa office applying for services and felt he or she was not treated fairly.

I hope this information is sufficient to your needs.

Sincerely,

Scott Hanson
Rehabilitation Supervisor

SH:pm

cc: Piercy Holliday
Tom Burns

Enclosure

In reviewing the letter we have focused on the following points:

1. The second paragraph leads one to belive that the cooperative agreement with the Junior College, which superseded the county agreement, is in its second year. This is an incorrect statement, services at the Junior College began less than one year ago.

2. The "element of distance" referred to as a "hindrance" on page 1, may reflect the poor communication with the upvalley staff, agency personnel and amount of time and services rendered by rehabilitation.

3. The second paragraph on the second page indicates students can be referred "during the latter part of the senior year." The major rationale of the school-cooperative programs is to provide a host of vocational services as early as possible in order to give the students a well-defined program maximizing placement in the competitive labor market at graduation and/or the feasibility of additional post-graduate training. Early input of vocational services greatly increases vocational success.

4. In the last paragraph, the supervisor indicates that the Department of Rehabilitation is moving away from cooperative agreements. He included a statement made in the Analysis of the Budget Bill relative to the Department of Rehabilitation's comments as the basis for drawing this conclusion. Item 299, page 592 in the bill, mentions that the department will discontinue agreements with Corrections, Youth Authority and the Office of Alcoholism. One cannot use a faulty rationale e.g. ".. Rehabilitation is moving away from cooperative agreements... I do not see any hope for establishing an agreement," and then immediately create another cooperative agreement with the Junior College.

   Perhaps the supervisor's desire to terminate the program can be best reflected by his statement in a letter dated 1/75 which discusses fiscal years 1973-74-75 student information. "If this trend continues, we will not have enough population base to support this contractual agreement. While I feel we are providing a worthwhile service to the school district, I am answerable to my superiors who want meaningful programs and meaningful statistics." (Underline by researchers).

It is most difficult to determine the problems associated with referral trends when the upvalley counselors indicate at least thirty-five students should receive services. If as stated in the supervisor's letter, the program was a benefit to the students (last paragraph - third line) perhaps meaningful statistics were the major concern prior to termination rather than a meaningful program.

5. One of the upvalley county school counselors indicated that the multiply-handicapped are getting no vocational services. It is beyond the comprehension of the research staff that the Rehabilitation Director and District Administrators would allow meaningful statistics (success rates or "26" closures) to determine who gets services or which disability categories receive services.

   The research staff feels that a cooperative agreement with college students may produce more attractive statistics and provide practitioners with a more prestigious caseload and facility as contrasted to the traveling distance to upvalley students, "which was somewhat of a hindrance."

6. The last area of question concerned finances. The 1975 fiscal year program budget was $37,588.00. If the students in the county represented 16% of the budget (supervisor's letter, page 1, item 3), then one would logically conclude that a budget cancellation would reflect 16% or $5,638.00, leaving a district cooperative budget balance of $31,950.00. The rehabilitation counselor informed the project staff that there exists a present budget of $20,000.00.

   Before program support systems are to be established or considered for termination, proper communication must be organized directly between all of the decision making parties. The situation involving ancillary support services for county students appears to have fallen short of a worthwhile interchange of thoughts and ideas prior to termination.

   It is recommended that a factual student service needs analysis be performed upvalley, relative to vocational services, by a representative of the county office and district rehabilitation administrative office. The purpose of the evaluation would be to determine the number of students and services needed.

2. Statistics

A request was made of the Department of Rehabilitation to provide the research staff with closure information on all those students successfully closed "26." The "26" indicates that case services were terminated at the time work status was achieved. The work status does not necessarily need to be a competitive placement in the labor market.

At the time the request was made, we were informed that the state office does not keep client records beyond five years; and that few follow-up and no longitudinal studies have been completed on "26" closures.

The assistant district administrator informed the research staff that federal auditors from the regional office in San Francisco will be doing statewide district follow-up studies on "26" closures. The Santa Rosa district, which administers the Napa School Cooperative program, has been selected for sampling.

Closure information was submitted on 101 students. Unfortunately, the information received was incomplete. One form indicated the names, work status and types of services rendered to some of the students while the second form simply reflected names and a "26" status. A consistent display of data is essential to program analysis and future research.

In reviewing the table highlighting types of services, we have noticed at least 30% of the names received no services, and the counselor recorded a "26" closure. If the services were without cost, as the local supervisor indicated to be the reason for the "no services provided" statement, then the #2 footnote should have been categorically inserted as are the other services.

One must ask why the student was accepted as a client if no services were to be provided; and what kind of rehabilitation plan was developed?

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

TABLE 2 - Types of Services Provided to Clients Closed Rehabilitated from Betty Pflueger's Caseload Fiscal Year 1970-71

Client	Type of service					Work status at closure
	Diagnostic and evaluation	Restoration (physical & mental)	On-the-job training	Personal & vocational adjustment	Misc. services	
	- NO SERVICES PROVIDED -					Competitive labor mkt.
	1		3	3		Competitive labor mkt.
	1		1	1		Competitive labor mkt.
	1		3	3		Competitive labor mkt.
	- NO SERVICES PROVIDED -					Homemaker
	1		3			Competitive labor mkt.
	1		3	2		Competitive labor mkt.
	1		3			Competitive labor mkt.
	1			2		Civil service
	1		3	3		Competitive labor mkt.
	- NO SERVICES PROVIDED -					Competitive labor mkt.
	1		1	1		Competitive labor mkt.
	- NO SERVICES PROVIDED -					Competitive labor mkt.
	- NO SERVICES PROVIDED -					Civil service
	1		3	3		Competitive labor mkt.
	1		3	3		Civil service

With cost.
Without cost.
With and without cost.

```
        CALIFORNIA STATE DEPARTMENT OF REHABILITATION                          REPORTING PERIOD

     COUNSELOR DETAIL - CASELOAD FLOW AND PRODUCTION REPORT                    UNE       1975

R E F E R R A L    | DISAB  PROJ |     C U R R E N T       |   STATUS    CHG   | RE-  PLAN
CNTY  SRCE  DATE . | CODE   CODE |     PA     SSI    SSDI  | PRIOR/CURR DATE   | VIEW COMPL    XFER


 28   1400  01/74  | 699     R23 | NONE       NO     NO    |  26   26   09/74  |      08/75

 28   1400  08/70  | 532 SD  R23 | NONE       NO     NO    |  26   26   02/75  |      01/74

 28   1400  04/71  | 510     R23 | OFF-PA     NO     NO    |  26   26   09/74  |      09/73

 48   1400  01/72  | 639     R23 | OFF-PA     NO     NO    |  18   26   06/75  |      03/74

 28   1400  11/70  | 639     R23 | NONE       NO     NO    |  26   26   09/74  |      06/72

 28   1400  05/72  | 374 SD  R23 | NONE       NO     NO    |  26   26   07/74  |      05/74

 28   1400  10/71  | 639     R23 | NONE       NO     NO    |  26   26   00/74  |      05/74
```

TOTAL POPULATION
Student "26" Closures

Of the 101 students identified as rehabilitation closures, 69.3%, or 70 students, were contacted.

The following percentages were based on the total population identified by rehabilitation.

Percentages based on total population identified:

Percentage of students engaged in the competitive labor market	raw	35/101	34.7%
Percentage of students unemployed	raw	22/101	21.8%
Percentage of students unable to contact	raw	12/101	11.9%
Percentage of students on whom no Special Education Research Project records were available	raw	31/101	30.6%
Percentage of students refusing interviews	raw	1/101	1.0%

Percentages based on total population examined:

Percentage of students engaged in the competitive labor market	raw	35/70	50.0%
Percentage of students unemployed	raw	22/70	31.5%
Percentage of students unable to contact	raw	12/70	17.1%
Percentage of students refusing interviews	raw	1/70	1.4%

The percentages based upon number of students identified as special education students are considerably higher. A student may be in a cooperative program without being enrolled in an identified special education program, e.g. physically or emotionally handicapped. No program exists on the high school program for these students. They are served by rehabilitation and community agencies.

In comparing the rehabilitation closure information with all of the special education students since 1964 (5 years before rehabilitation) based only upon the examined group, (69.3%) which if similar to the overall project information recovery rate, we find the following:

Students that were affiliated with rehabilitation case services have (a) a higher employment rate
(b) a lower unemployment as compared with the target group averages (see section VI A)

Usually all students closed "26" are working in the competitive market full time. The rehabilitation employment rate is 10.8% higher than the group average. The unemployment rate of rehabilitation students is 2.5% lower than the average rate.

3. Comments on Rehabilitation

The comments were divided into three areas: (A) Services Provided, (B) Areas of Improvement, and (C) Counselor - Student Relationship.

A. Services Provided

Over the years, rehabilitation has provided a host of services for the students:

1. Job counseling
2. Trade training
3. Medical/Dental screening
4. Tools
5. Clothes
6. Transportation
7. Work incentive monies
8. Work coordination
9. Job placement and vocational testing
10. Individual/group counseling therapy
11. Parent counseling, family therapy
12. Client coordination of concurrent community agency services
13. Driver training
14. On-the-job training
15. Uniforms
16. Foster placement coordination
17. Personal grooming
18. Recreation needs

Rehabilitation has certainly assisted and encouraged special education students to prepare for and engage in gainful employment according to their abilities.

Parents and students have clearly indicated a high degree of satisfaction with the services provided by this agency.

B. Areas of Improvement

1. Students need to continue their work experience throughout the summer. Three months with little or no work does not provide for continuity. Perhaps the money used to pay the work incentives over the ten-day Christmas holiday could be used for a summer program. There are more students working during Christmas than are available for summer placement. Perhaps reviewing the work time priorities is a need that should be discussed.

2. Shorten the time between receipt of student applications and provision for delivery of services. One teacher reports a time lag of two months.

3. Terminating an employer-employee relationship for three months during the summer is not good client management planning.

4. Work incentive money is very low. A student receiving $1.10/hour, has a difficult time understanding why he is getting half of "the other guys' salary" and asked to work just as "hard." Students do not understand that work incentive money is not meant to be competitive. Perhaps the program can build a promotion increase system regardless of how small the amount may be. The students will appreciate knowing they received a five or ten cent raise per hour.

5. Redefine eligibility requirements to include "all" EH students instead of only the severely dyslexia.

6. Shorten time between the receipt of time card and payment of work incentive monies.

7. Improve project funding.

8. Unequal provision of case services within similar target groups. Some tenth graders are served while others are excluded.

C. Counselor - Student Relationship

The rehabilitation counselor assigned to the cooperative program appears to have developed an excellent rapport with the students. The students and teachers have indicated that he is easy to talk with and has greatly improved accessibility in comparison to other personnel affiliated at one time with the program. Weekly conferences are held with the teachers, and attendance provisions at year-end staffings are made. Much of the program success is determined by counselor-student-teacher relationships. The information clearly leads one to believe that a good communication exists. Please refer to parent questionnaire commentary (III-"G") for additonal comments.

Conclusions

It is most difficult to qualify in hard and fast cost-benefit dollar figures how much is accomplished with the school cooperative program. The best method of illustrating benefits is by reviewing a sample of student accomplishments. The reader can determine how rehabilitation case services may have facilitated the placement.

Case 1. Placement of an extremely short, obese EMR student as a nurse's aide in a convalescent hospital accomplished. Uniforms, transportation and work incentive monies were provided. Grooming, medical screenings and periodic work coordinator-employer contacts were made. Parent-employer visits were encouraged. The facility trained the youngster for one year until a full patient caseload could be managed. Driver training was provided by the school. A no-cost, no obligation to hire program was designed. Ongoing counselor work adjustment began three years prior to placement.

Case 2. An 18 year old was hired by a service station. Within six months he received two pay raises, and is in charge of opening the station in the morning. Prior to placement one year of work experience was completed with the employer. The youngster was classified as TMR with little hope for a job prior to being made eligible. Work incentive monies, clothes and periodic work coordinator-counselor-student discussions designed to promote ego strength occurred on a regular basis. The youngster was quite withdrawn prior to placement on work experience. His present behavior at the service station has greatly improved to the point that he can participate in sales promotion work.

Case 3. A young eleventh grader was recently hired by an automobile parts and accessories store. He worked on a subsidized basis through the Department of Rehabilitation. They are now paying him $2.35 per hour while he is in school, and the work incentive subsidy was terminated at the request of the student.

Case 4. An eleventh grade EMR youngster was hired by the food services department of a major community hospital during the summer. Preceding the placement, the youngster received one year of work experience at the school's ROP cafeteria and the hospital. Counseling services and work incentive monies were provided.

The above cases and services are most typical. In many of the initial work experience placement contacts, the employers are not easily persuaded to take the "time" to train. Fear of hiring pressures, misconceptions of special education students, and the lack of funds for salaries are the general reasons for not wanting to get involved with training the students. After the employers are asked to evaluate the student for a day or two, misinformation and fear is replaced by the reality that the students are motivated to work and learn. The fact that when rehabilitation removes the financial burden, the work coordinator can usually place the student immediately. The employer feels as though the staff associated with the placement, has appropriately screened the student for the placement and ongoing services will be provided during training and placement phases. Classroom teachers also take the time to reassure employers that they are close by in order to receive input and provide help.

Many of the employees have accomplished behavior modification that psychiatrists may not have been able to achieve. Upvalley counselors have indicated it is most difficult to place special education students without the availability of work incentive monies. Employers need an incentive and the State Department of Rehabilitation does the job.

F. Student Reactions to School Subject Areas

Introduction

Item #41 on the student information questionnaire required the student to respond to twelve school subject areas by rating them in terms of importance.

The display of information was produced in terms of the following categories:

School Subject Area Repetition by Priorities

Primary and Secondary School Area Emphasis by Quartiles

School Area Priorities by Target Group

Comments on Individual Student Groups

1. School Subject Area Repetition by Priorities

The analysis of the priorities indicated by the target groups questioned produced the following information:

1st Priority: READING (H) held the highest value in terms of number of times selected as a first priority. A strong emphasis on TRADE TRAINING (J) was also apparent.

2nd Priority: An equal emphasis was placed on WRITING (K) and WORK EXPERIENCE (L).

3rd Priority: ARITHMETIC (A) and READING (H) were emphasized with a stronger importance on arithmetic.

4th Priority: Equal emphasis was placed on three areas: ARITHMETIC (A), FILLING OUT JOB APPLICATIONS (D), and READING (H).

5th Priority: Equal importance was placed on MONEY CHANGING (F), WRITING (K), and WORK EXPERIENCE (L).

6th Priority: An equal importance was placed on ARITHMETIC (A), and FILLING OUT JOB APPLICATIONS (D).

7th Priority: The only apparent emphasis was on TELLING TIME (I).

8th Priority: MONEY CHANGING (F) and TELLING TIME (I) were emphasized with the stronger importance placed on money changing.

9th Priority: HOMEWORK (E) and TELLING TIME (I) were stressed with the former having a stronger emphasis.

10th Priority: FIELD TRIPS (C); PARTIES (B).

11th Priority: PARTIES (B); FIELD TRIPS (C).

12th Priority: PARTIES (B).

2. Primary and Secondary School Area Emphasis by Quartiles

1st Quartile - 1st, 2nd, 3rd priorities

Primary Emphasis: READING
Secondary Emphasis: ARITHMETIC, WORK EXPERIENCE

2nd Quartile - 4th, 5th, 6th priorities

Primary Emphasis: ARITHMETIC, JOB APPLICATIONS, MONEY CHANGING
Secondary Emphasis: WORK EXPERIENCE

3rd Quartile - 7th, 8th, 9th priorities

Primary Emphasis: MONEY CHANGING
Secondary Emphasis: JOB APPLICATIONS, TELLING TIME

4th Quartile - 10th, 11th, 12th priorities

Primary Emphasis: CLASS PARTIES AND SCHOOL DANCES
Secondary Emphasis: FIELD TRIPS

Students emphasized entertainment and fun as being part of the overall curriculum, but obviously it is not in the top priorities.

3. School Area Priorities by Target Group

A. Arithmetic
B. Class Parties/School Dances
C. Field Trips
D. Job Applications
E. Homework
F. Money Changing
G. Job Interviews
H. Reading
I. Telling Time
J. Trade Training
K. Writing
L. Work Experience

PRIORITY	TMR	EH	D/HH	VH	TRANS	TM	EMR
1.	H	HJ	DJ	HL	HJ	A	H
2.	K	L	GL	AFL	K	K	H
3.	F	A	CL	AJ	H	A	H
4.	A	J	AH	DF	L	H	D
5.	K	L	K	G	D	AFL	F
6.	E	D	AF	D	AG	L	F
7.	B	F	HI	C	GIK	D	FJ
8.	D	F	FJ	G	F	D	K
9.	I	E	EI	DJ	B	C	E
10.	L	CI	BF	CK	BCJ	EI	I
11.	J	B	BG	I	AB	C	C
12.	CG	B	CD	B	HIJ	B	B

Instructions for Reading. Example: To determine the first school area priority of the Visual Handicapped, find #1 under the word "priority," follow horizontally to the right of #1 until you reach the "V.H." column; the letters "H" and "L" appear. Look at the code at the top of the page. It indicates that READING and WORK EXPERIENCE are the most important concern of the visually handicapped.

4. Comments on Individual Student Groups

Trainable Mentally Retarded (TMR)

The information indicates that the students placed higher value on academic rather than vocational subject areas. The last priorities included an emphasis on vocational subjects. Perhaps this information is a reflection of the parents' emphasis and desire to achieve normalcy by learning to read.

Perhaps the educators of the TMR programs need to discuss with parents individual student program goals. Realistic academic student evaluations, prescriptions, and findings must be reported to parents on a routine basis.

Educationally Handicapped

The first and second quartiles notibly stress vocationally related subject areas:

1. Work Experience (L) (repeated twice)
2. Arithmetic (A)
3. Trade Training (J)
4. Job Application Practice (D)

Additional comments on this and all sections will be made in the report conclusions.

Deaf/Hard of Hearing (D/HH)

The first quartile certainly magnified the importance of vocationally oriented course work.

1. Job Applications (D); Trade Training (J)
2. Job Interview Practice (G); Work Experience (L)
3. Field Trips (C); Work Experience (L)

Perhaps the students who have graduated as well as those currently enrolled need to have an ongoing and improved pre-vocational and vocational program that would respond to their post-graduate vocational needs.

Visually Handicapped (VH)

There appears to be a balanced emphasis on the academic and vocational areas within the first quartile. The second quartile appears to have a total vocational emphasis.

Visually Handicapped (continued)

The VH program appears to be set up as a tutorial service with many or all of the students mainstreamed for the majority of the time. The student appears to get very little or no pre-vocational instruction from the VH teacher. Both the teacher and aide function as tutors, readers and transcribers.

Perhaps pre-vocational programs and trade classes need to open up for the VH students. The students seem to be asking for vocationally relevant courses that will help build their future.

The first quartile indicated the following areas:

1. Reading (H); Work Experience (L)
2. Arithmetic (A); Money Changing (F); Work Experience (L)
3. Arithmetic (A); Trade Training (J)

Transitional Program (TRANS)

This program is no longer in operation; however, the students who were involved stressed the following areas within the first quartile:

1. Reading (H); Trade Training (J)
2. Writing (K)
3. Reading (H)

The second quartile had a significantly stronger vocational emphasis:

1. Work Experience (L)
2. Job Applications (D)
3. Arithmetic (A); Job Interviews (G)

The Transitional students were literally forced out of the EMR programs due to the change in "I.Q." requirements. In order to compete in "regular" classes, reading and writing became an absolute necessity. Perhaps this can explain the student emphasis on academics.

Teen Mothers (TM)

The TM group placed a strong emphasis on academic areas within the first quartile:

1. Arithmetic (A)
2. Writing (K)
3. Arithmetic (A)

Teen Mothers (continued)

The second and third quartile showed a much stronger vocational profile with Work Experience (L) and practice filling out Job Applications (D) repeatedly indicated.

Educable Mentally Retarded (EMR)

The students in this group appeared to place a high value on Reading (H). It was the only area listed in each of the first three priorities within the first quartile. Job Applications (D) and Money Changing (F), which was listed twice, was placed in the second quartile. It is interesting to note that Work Experience (L) did not appear as a first line priority. However, it appears six times in the first through third quartiles which includes second and third choice selections of each one of the priorities. Please review the tables for school area priorities and choice selection within each priority.

G. Commentary on Parent Questionnaires

The parent questionnaire provides information which can be classified into three main areas:

I. Curriculum and Staff Awareness
II. State Rehabilitation - Staff and Services
III. Parent Priorities

I. Curriculum and Staff Awareness

Parents have indicated they are familiar with their children's courses (65%) and teacher's names (77%). Although 53% indicated they knew the school counselor, upon validating the information, none of the EMR parents correctly identified the person. None of the parents participated in writing or approved their student's objectives, and 76% indicated they want to be more involved with the program. In terms of class satisfaction, a combination of 41% are not satisfied or don't know, while 59% answered in the affirmative.

II. State Rehabilitation - Staff and Services

Items 3, 4, 9, 16 and 17 suggest that the counselor and work coordinator need to improve information dissemination to the parents. Perhaps monthly contacts with parents need to be established for the purposes of informing parents of progress, and determine areas they could be of assistance.

III. Parent Priorities

The item receiving the highest priority was "G" - teachers to inform parents of the student's program. This was followed by item "H" - teachers to inform parents of program changes.

Parents want to be informed. A synopsis of the curriculum and individual student course schedules should be sent to parents for their approval. Parent signatures of approval and/or suggested changes should be recorded in the student record.

Career counseling as the second priority was further amplified by the vocational concerns indicated under item #15. Perhaps the campus career center could continue their input on a programmed basis. The teachers and career specialist should develop career program objectives to meet the needs of all of the special education target groups.

PARENT QUESTIONNAIRE

A sample parent questionnaire was sent to the parents of the currently enrolled students (10th, 11th, 12th grades) in the EMR program.

The purpose of the questionnaire was to obtain parent input relative to their perception of curriculum improvement and student needs. An April 28th deadline was called for. However, information was not tallied until May 14, 1976. There were 25 questionnaires mailed and 17 were returned. This gave us a 68% return.

The following are the results of the sample questionnaire:

1. Do you know the names of all the subjects (classes) your student is involved with?

Response Yes: 64.7%
No: 35.3%

Although 64.7% of the parents answered in the affirmative, it is suspected that many more than 35% are not knowledgeable of their student's curriculum. Several parents called the research coordinator to express their concern over the questionnaire in that they did not have the proper answers. They were assured that the information (or lack of) would be used to help improve areas in need of better communication.

2. Do you know the names of your child's teachers in the Special Education program?

Response Yes: 76.6%
No: 23.5%

Thirteen parents could identify the names of the Special Education teachers and four were unable.

3. Have you had a private conference with the Rehabilitation Counselor this year?

Response Yes: 41.2%
No: 53.0%
Don't Know: 5.8%

A higher percentage indicated they did not have a conference. Please see item #18 for a correlation. Out of ten areas, rehab counselor cenferences (D) ranked third in importance with parents.

4. What is the Rehabilitation Counselor's name?

Response Correct: 52.9%
Don't Know: 47.1%

Of these parents who did not know the counselor's name (47.1%), 37.5% indicated that the work coordinator was the rehabilitation counselor. Perhaps a program orientation packet could be developed for the purpose of introducing staff and services.

5. Do you know who is the School Counselor assigned to your student's program?

Response Yes: 52.9%
No: 47.1%

After verifying the "yes" answers, it was found that all of the parents gave the Special Education teacher's names and not the school counselor assigned to the program.

Answer either question 6 or question 7:

6. If your child was in high school last year, did you attend the "Open School Night"?

Response Yes: 35.3%
No: 64.7%

7. If your child was in junior high last year, did you attend the "Open School Night"?

Response None

Three of the four parents of tenth graders did not respond to the questionnaires. One parent responded to item #6 instead of #7.

Parents are desirous of being more involved (see #14) however, there appears to be a discrepancy between expressed concerns and manifested actions.

8. Do you know the name of the Special Education Work Coordinator?

Response Yes: 88.2%
No: 11.8%

The high percentage could be accounted to the fact that the coordinator sent work schedules to all parents during the beginning of the school year.

9. If you do not know the coordinator's name, do you know who he is and what he does?

Response Yes: 75.0%
No: 25.0%

The parents answered the item incorrectly. Only those parents who responded "No" to item #8 should have answered. Directions should have been clarified. One parent did not respond, therefore, out of 16 parents, 12 answered in the affirmative and four (twice the number in item #8) answered "No".

10. Do you know his office and home hours?

Response Yes: 58.8%
No: 41.2%

Perhaps the work coordinator should send the work schedule to parents at the beginning of each semester with a reminder to post the information in their personal telephone directory.

11. Are you satisfied with your child's classes?

Response Yes: 58.8%
No: 29.4%
Don't Know: 11.8%

If you answered NO, please indicate why:

1. I would like more instruction on the 3 R's.
2. We don't approve of the free hour.
3. He was taken out of remedial math which had more potential than what he was put in.
4. Feels left out.
5. Needs more reading.
6. Doesn't seem to be getting too much.

If you answered YES, please indicate why:

1. Improving fast.
2. Doing well.
3. Doing excellent.
4. Doesn't complain.
5. Reached his capability, nothing left to offer.
6. Happy with progress.

12. Do you know the specific objectives that the Special Education teachers prepared for your child?

Response Yes: 29.4%
No: 70.6%

Perhaps the teachers and administrators need to improve outreach to parents regarding input on the decision making processes. Provisions for working parents may include an evening staffing.

13. Did you participate in writing the objectives:

Response Yes: 0
No: 100%

Parents have the right to have evaluative objectives and benefits of special education programs specified in measurable terms made known to them by regular communications.

14. Would you like to feel more involved with your child's program?

Response Yes: 76.5%
No: 23.5%

Review response to item #6.

While parents desire to be more active in their student's program, we can find a discrepancy between expressions of interest and an active manifestation. This researcher takes the opinion that parents need to accept responsibility as a team member and advocate fully for their child. Parents need to be held equally accountable for the provision of continuity and management of objectives within the home setting. Parental services and educational services have commonalities which demand constant communication and monitoring.

15. Do you feel that your child needs more counseling?

Response Yes: 58.8%
No: 41.2%

If YES, please list the areas:

A. Grooming.
B. Socializing.
C. Employment preparation.
D. Money management.
E. Talking back.
F. Rehabilitation counseling.
G. Money management.
H. Judgments, decision making.
I. Work habits.
J. Independent living

The parents have listed courses that are basically vocational in nature. The instructors may want to inform parents by mailing a calendar which will indicate subjects to be covered by date, therefore, the parent may visit and observe the areas of concern.

16. Are you worried about what will happen after your child graduates?

Response Yes: 70.6%
No: 29.4%

The parents need to totally familiarize themselves with the entire range of services offered by the State Department of Rehabilitation after the student reaches post-graduate (or terminated) status. This would greatly relieve expressions of anxiety.

17. Has the Rehabilitation Counselor talked to you about the complete range of services available after graduation?

Response Yes: 23.5%
No: 76.5%

18. How can we improve your child's education? CHECK THE BOXES BELOW. If you are concerned with any other areas not listed, please indicate by total responses:

QUARTILE	ORDER	PERCENTAGE	QUESTIONNAIRE ITEMS	
I	1.	16.4%	G.	Teachers to inform you of student's program
	2.	13.4%	H.	Teachers to inform you of the program changes.
II	3.	12.0%	D. J.	Meet with Rehabilitation. More vocational classes.
	4.	10.4%	B. K.	More career counseling. More academic classes.
III	5.	9.0%	C.	Meet with teachers more.
	6.	6.0%	F. L.	Meet with Work Coordinator. More homework.
IV	7.	4.4%	E.	Meet with School Counselor more.
	8.	--	A. I.	Better classes. Meet with administrators.

Communication priorities appear to stress teacher feedback to the parents relative to student programs and change of program.

Rehabilitation counseling and vocational classes were rated equally. Career counseling and academic classes were also rated equally. All four areas fell into the second quartile.

Meetings with teachers and the work coordinator as well as more homework fell into the third quartile. The last two preferences were equal at six percent varying with item "C" which received a nine percent.

The last quartile included meetings with school counselor; meetings with administrators and better classes received no responses.

The parents listed many concerns relative to improving classes. It is interesting to note that item"A"received no responses. Perhaps this is too harsh an indictment.

19. Is your child happy with the school program? If YES, please indicate why in Section #20.

Response Yes: 70.6%
No: 11.8%
Don't Know: 17.6%

Is your child unhappy with the school program? If YES, please indicate why in Section #20.

Response None

20. This section is for you to write your comments on areas not covered. If you need more room, please use the back of this sheet. Thanks again for your time.

All itemized responses were integrated into Section #11.

IV. EMPLOYER INFORMATION

A. Introduction to Employer's Reports

A summation of the employer reports by target group (IV B.) include information relative to acceptable and unacceptable behavior patterns on four areas:

1. Temperament
2. Social and personality characteristics
3. Work attitude and work adjustment factors
4. Aptitudes
5. Employer suggestions

Each report will give you the following information:

1. The number of student reports completed and those that are outstanding.
2. The number and percentage of acceptable and unacceptable behavior by major area.
3. Behavior summations of unacceptable areas.
4. Employer curriculum input relative to preparation for the world of work.

B. Employer Reports and Statistics

1. EMPLOYER REPORT

Target Group TEEN MOTHERS
Potential Target 92
Recorded Information 23
Outstanding 69

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals: 70 ACC, 16 UNAC, 6 N/A

Behavior Summation by Percentages: 76.1 ACC, 17.4 UNAC, 6.5 N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties	17	73.9	4	17.4	2	8.7
2. Repetitive Operations	21	91.3	2	8.7	0	0
3. Short Cycle Operations	21	91.3	2	8.7	0	0
4. Making Judgments & Decisions	11	47.8	8	34.8	4	17.4

92 Responses = Number of Items (4) x Students Recorded (23)

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals: 92 ACC, 20 UNAC, 3 N/A

Behavior Summation by Percentages: 80 ACC, 17.4 UNAC, 2.6 N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment	19	82.6	3	13.0	1	4.4
2. Non-Interference	18	78.2	4	17.4	1	4.4
3. Cooperation with Supervisor	20	87.0	3	13.0	0	0
4. Acceptance of Constructive Criticism	17	73.9	5	21.7	1	4.4
5. Work Independently of Supervisor	18	78.3	5	21.7	0	0

115 Responses = Number of Items (5) x Students Recorded (23)

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
183	ACC	79.6	ACC
39	UNAC	17.0	UNAC
8	N/A	3.4	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Effort	18	78.3	4	17.3	1	4.4
2. Speed	19	82.6	3	13.0	1	4.4
3. Quality	17	73.9	5	21.7	1	4.4
4. Completing Job	18	78.3	4	17.3	1	4.4
5. Motivation	17	73.9	5	21.7	1	4.4
6. Physical Stamina	20	87.0	2	8.6	1	4.4
7. Coordination	22	95.6	0	0	1	4.4
8. Accuracy	17	73.9	5	21.7	1	4.4
9. Dependability	16	69.5	7	30.5	0	0
10. Response to Company's Goals	19	82.6	4	17.3	0	0

230 Responses = Number of Items (10) x Students Recorded (23)

IV. APTITUDES:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
166	ACC	72.2	ACC
50	UNAC	21.7	UNAC
14	N/A	6.1	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Learning Ability	18	78.3	4	17.3	1	4.4
2. Verbal Instructions	17	73.9	5	21.7	1	4.4
3. Written Instructions	19	82.6	1	4.4	3	13.0
4. Retention	16	69.5	6	26.0	1	4.4
5. Attentiveness	16	69.5	6	26.0	1	4.4
6. Planning Ability (Initiative)	14	60.8	7	30.5	2	8.7
7. Decisiveness (Judgment)	14	60.8	8	34.8	1	4.4
8. Comprehension	18	78.3	4	17.3	1	4.4
9. Communication	19	82.6	3	13.0	1	4.4
10. Inventiveness	15	65.3	6	26.0	2	8.7

230 Responses = Number of Items (10) x Students Recorded (23)

EMPLOYER SUGGESTIONS

TEEN MOTHERS

Employers concluded that the students were lacking in the following areas:

Temperament:

(a) Making judgments and decisions

Social and Personality Characteristics:

(b) Ability to receive constructive criticism
(c) Ability to work independently of supervision

Work Attitudes and Work Adjustment Factors:

(d) Quality of work
(e) Accuracy
(f) Motivation
(g) Dependability

Aptitudes:

(h) Ability to follow verbal instructions
(i) Retention
(j) Attentiveness
(k) Initiative
(l) Decisiveness
(m) Inventiveness

Each of the above categories had an unacceptable score of 20% or more.

When asked for the most important areas school programs should cover regarding preparation for the world of work, the employers gave the following itemized list:

(a) Communication skills - etiquette
(b) Attitude
(c) Appearance
(d) Spelling, math, reading, money changing
(e) Practice on job interviews
(f) Punctuality, pride in work
(g) Vocational courses (food service, cashiering, nurses' aide)
(h) Career counseling

2. EMPLOYER REPORT

Target Group LDG/EH
Potential Target 112
Recorded Information 34
Outstanding 78

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals:
112 ACC
23 UNAC
1 N/A

Behavior Summation by Percentages:
82.4 ACC
16.9 UNAC
.7 N/A

Behavior Breakout:

	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties	30	88.2	3	8.8	1	3.0
2. Repetitive Operations	30	88.2	4	11.8	0	0
3. Short Cycle Operations	30	88.2	4	11.8	0	0
4. Making Judgments & Decisions	22	64.7	12	35.3	0	0

136 Responses = Number of Items (4) x Students Recorded (34)

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals:
144 ACC
26 UNAC
0 N/A

Behavior Summation by Percentages:
84.7 ACC
15.3 UNAC
0 N/A

Behavior Breakout:

	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment	30	88.2	4	11.8	0	0
2. Non-Interference	32	94.1	2	5.9	0	0
3. Cooperation with Supervisor	39	85.3	5	14.7	0	0
4. Acceptance of Constructive Criticism	28	82.4	6	17.6	0	0
5. Work Independently of Supervisor	25	73.5	9	26.5	0	0

170 Responses = Number of Items (5) x Students Recorded (34)

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
286	ACC	84.1	ACC
54	UNAC	15.9	UNAC
0	N/A	0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Effort	29	85.3	5	14.7	0	0
2. Speed	28	82.4	6	17.6	0	0
3. Quality	24	70.6	8	23.5	2	5.9
4. Completing Job	30	88.2	4	11.8	0	
5. Motivation	30	88.2	4	11.8	0	
6. Physical Stamina	30	88.2	4	11.8	0	0
7. Coordination	33	97.0	1	3.0	0	0
8. Accuracy	29	85.3	5	14.7	0	0
9. Dependability	24	70.6	10	29.4	0	0
10. Response to Company's Goals	27	79.4	7	20.6	0	0

340 Responses = Number of Items (10) x Students Recorded (34)

IV. APTITUDES:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
264	ACC	77.6	ACC
73	UNAC	21.4	UNAC
3	N/A	1.0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Learning Ability	28	82.4	66	7.6	0	0
2. Verbal Instructions	30	88.2	4	11.8	0	0
3. Written Instructions	24	70.6	8	23.5	2	5.9
4. Retention	28	82.4	6	17.6	0	0
5. Attentiveness	27	79.4	7	20.6	0	0
6. Planning Ability (Initiative)	22	64.7	12	35.3	0	0
7. Decisiveness (Judgment)	23	67.6	10	29.4	1	3.0
8. Comprehension	28	82.4	6	17.6	0	0
9. Communication	28	82.4	6	17.6	0	0
10. Inventiveness	26	76.5	8	23.5	0	0

340 Responses = Number of Items (10) x Students Recorded (34)

EMPLOYER SUGGESTIONS

LDG/EH

Employers concluded that the students were lacking in the following areas:

Temperament:

(a) Making judgments and decisions

Social and Personality Characteristics:

(b) Ability to work independently of supervisor

Work Attitudes and Work Adjustment Factors:

(c) Quality of work
(d) Dependability
(e) Response to company goals

Aptitudes:

(f) Ability to follow written instructions
(g) Attentiveness
(h) Initiative
(i) Decisiveness
(j) Inventiveness

Each of the above categories had an unacceptable score of 20% or more.

When asked for the most important areas school programs should cover regarding preparation for the world of work, the employers gave the following itemized list:

(a) Leave home problems at home
(b) Reading and writing
(c) Basic work skills
(d) Safety skills
(e) Respect for company policies
(f) Career counseling
(g) Teach pros and cons of unions
(h) Trade classes - e.g., blueprint reading

3. EMPLOYER REPORT

Target Group EMR
Potential Target 184
Recorded Information 70
Outstanding 114

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals: 230 ACC
46 UNAC
4 N/A

Behavior Summation by Percentages: 82.1 ACC
16.4 UNAC
1.5 N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties	58	82.9	11	15.7	1	1.4
2. Repetitive Operations	65	92.9	5	7.1	0	0
3. Short Cycle Operations	67	95.7	2	2.9	1	1.4
4. Making Judgments & Decisions	40	57.1	28	40.0	2	2.9

280 Responses = Number of Items (4) x Students Recorded (70)

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals: 276 ACC
73 UNAC
1 N/A

Behavior Summation by Percentages: 78.9 ACC
20.9 UNAC
.2 N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment	52	74.3	18	25.7	0	0
2. Non-Interference	59	84.3	11	15.7	0	0
3. Cooperation with Supervisor	60	85.7	10	14.3	0	0
4. Acceptance of Constructive Criticism	54	77.1	16	22.9	0	0
5. Work Independently of Supervisor	51	72.9	18	25.7	1	1.4

350 Responses = Number of Items (5) x Students Recorded (70)

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
564	ACC	80.6	ACC
133	UNAC	19.0	UNAC
3	N/A	.4	N/A

Behavior Breakout:

	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Effort	58	82.9	12	17.1	0	0
2. Speed	56	80.0	14	20.0	0	0
3. Quality	59	84.3	11	15.7	0	0
4. Completing Job	61	87.1	9	22.9	0	0
5. Motivation	52	74.3	18	25.7	0	0
6. Physical Stamina	61	87.1	9	22.9	0	0
7. Coordination	64	91.4	6	8.6	0	0
8. Accuracy	52	74.3	15	21.4	3	4.3
9. Dependability	49	70.0	21	30.0	0	0
10. Response to Company's Goals	52	74.3	18	25.7	0	0

700 Responses = Number of Items (10) x Students Recorded (70)

IV. APTITUDES:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
519	ACC	74.1	ACC
159	UNAC	22.7	UNAC
22	N/A	3.2	N/A

Behavior Breakout:

	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Learning Ability	61	87.1	9	22.9	0	0
2. Verbal Instructions	63	90.0	7	10.0	0	0
3. Written Instructions	46	65.7	17	24.3	7	10
4. Retention	58	82.9	11	15.7	1	1.4
5. Attentiveness	56	80.0	13	18.6	1	1.4
6. Planning Ability (Initiative)	39	55.7	27	38.6	4	5.7
7. Decisiveness (Judgment)	40	57.1	26	37.2	4	5.7
8. Comprehension	61	87.1	9	22.9	0	0
9. Communication	53	75.7	17	24.3	0	0
10. Inventiveness	42	60.0	23	32.9	5	7.1

700 Responses = Number of Items (10) x Students Recorded (70)

EMPLOYER SUGGESTIONS

EMR

Employers concluded that the students were lacking in the following areas:

Temperament:

(a) Making judgments and decisions

Social and Personality Characteristics:

(b) Social adjustment
(c) Ability to accept constructive criticism
(d) Ability to work independently of supervisor

Work Attitudes and Work Adjustment Factors:

(e) Speed
(f) Job completion
(g) Motivation
(h) Physical stamina
(i) Accuracy
(j) Dependability
(k) Response to company goals

Aptitudes:

(l) Learning ability
(m) Ability to follow written instructions
(n) Planning ability
(o) Decisiveness
(p) Comprehension
(q) Communication
(r) Inventiveness

Each of the above categories had an unacceptable score of 20% or more.

When asked for the most important areas school programs should cover regarding preparation for the world of work, the employers gave the following itemized list:

(a) Job interviews and application skills
(b) Appearance
(c) Safety awareness
(d) Educate employers of special education students
(e) Need to individualize training
(f) Teach all elements of a good work personality
(g) Establish realistic work goals

4. EMPLOYER REPORT

Target Group TMR
Potential Target 63
Recorded Information 29
Outstanding 34

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals:	81	ACC	Behavior Summation by Percentages:	73.3	ACC
	35	UNAC		27.7	UNAC
	0	N/A		0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties	21	74.4	8	25.6	0	0
2. Repetitive Operations	23	79.3	6	20.7	0	0
3. Short Cycle Operations	27	93.1	2	6.9	0	0
4. Making Judgments & Decisions	10	34.5	19	65.5	0	0

116 Responses = Number of Items (4) x Students Recorded (29)

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals:	105	ACC	Behavior Summation by Percentages:	72.4	ACC
	40	UNAC		27.6	UNAC
	0	N/A		0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment	19	65.5	10	34.5	0	0
2. Non-Interference	23	79.3	6	20.7	0	0
3. Cooperation with Supervisor	25	86.2	4	13.8	0	0
4. Acceptance of Constructive Criticism	21	74.4	8	25.6	0	0
5. Work Independently of Supervisor	17	58.6	12	41.4	0	0

145 Responses = Number of Items (5) x Students Recorded (29)

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
193	ACC	66.6	ACC
97	UNAC	33.4	UNAC
0	N/A	0	N/A

Behavior Breakout:

		ACC		UNAC		N/A	
		Raw	%	Raw	%	Raw	%
1.	Effort	21	72.4	8	27.6	0	0
2.	Speed	13	44.8	16	55.2	0	0
3.	Quality	20	69.0	9	31.0	0	0
4.	Completing Job	22	75.9	7	24.1	0	0
5.	Motivation	21	72.4	8	27.6	0	0
6.	Physical Stamina	21	72.4	8	27.6	0	0
7.	Coordination	20	69.0	9	31.0	0	0
8.	Accuracy	16	55.2	13	44.8	0	0
9.	Dependability	19	65.5	10	1 34.5	0	0
10.	Response to Company's Goals	20	69.0	9	31.0	0	0

290 Responses = Number of Items (10) x Students Recorded (29)

IV. APTITUDES:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
149	ACC	51.4	ACC
137	UNAC	47.2	UNAC
4	N/A	1.4	N/A

Behavior Breakout:

		ACC		UNAC		N/A	
		Raw	%	Raw	%	Raw	%
1.	Learning Ability	19	65.5	10	34.5	0	0
2.	Verbal Instructions	25	86.2	4	13.8	0	0
3.	Written Instructions	1	3.5	25	86.2	3	10.3
4.	Retention	16	55.2	13	44.8	0	0
5.	Attentiveness	24	82.8	5	17.2	0	0
6.	Planning Ability (Initiative)	6	20.7	23	79.3	0	0
7.	Decisiveness (Judgment)	12	41.4	17	58.6	0	0
8.	Comprehension	20	69.0	8	27.5	1	3.5
9.	Communication	19	65.5	10	34.5	0	0
10.	Inventiveness	7	24.1	22	75.9	0	0

290 Responses = Number of Items (10) x Students Recorded (29)

EMPLOYER REPORT

TMR

Employers concluded that the students were lacking in the following areas:

Temperament:

(a) Ability to perform a variety of duties
(b) Repetitive Operations
(c) Making judgments and decisions

Social and Personality Characteristics:

(d) Social adjustment
(e) Non-Interference
(f) Ability to accept constructive criticism
(g) Ability to work independently of supervisor

Work Attitudes and Work Adjustment Factors:

(h) Effort
(i) Speed
(j) Quality
(k) Completing job
(l) Motivation
(m) Physical stamina
(n) Coordination
(o) Accuracy
(p) Dependability
(q) Response to Company's Goals

Aptitudes:

(r) Learning ability
(s) Ability to follow written instructions
(t) Retention
(u) Planning Ability
(v) Decisiveness
(w) Comprehension
(x) Communication
(y) Inventiveness

Each of the above categories had an unacceptable score of 20% or more.

When asked for the most important areas school programs should cover regarding preparation for the world of work, the employers gave the following itemized list:

(a) Social abilities
(b) Finding what work the individual does best
(c) Mental activities
(d) Use of the telephone
(e) Use of public transit
(f) Muscle coordination

(g) Vocational training
(h) Independent living skills
(i) How to write own name
(j) On-the-job training
(k) Understanding importance of work
(l) Abstraction and pattern skills

5. EMPLOYER REPORT

Target Group VH
Potential Target 15
Recorded Information 3
Outstanding 12

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals:	9	ACC	Behavior Summation by Percentages:	75.0	ACC
	2	UNAC		16.7	UNAC
	1	N/A		8.3	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties	1	33.3	1	33.3	1	33.3
2. Repetitive Operations	3	100.0	0		0	
3. Short Cycle Operations	3	100.0	0		0	
4. Making Judgments & Decisions	2	66.6	1	33.3	0	0

12 Responses = Number of Items (4) x Students Recorded (3)

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals:	11	ACC	Behavior Summation by Percentages:	73.3	ACC
	1	UNAC		6.7	UNAC
	3	N/A		20.0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment	2	66.6	1	33.3	0	0
2. Non-Interference	2	66.6	0	0	1	33.3
3. Cooperation with Supervisor	2	66.6	0	0	1	33.3
4. Acceptance of Constructive Criticism	2	66.6	0	0	1	33.3
5. Work Independently of Supervisor	3	100.0	0	0	0	0

15 Responses = Number of Items (5) x Students Recorded (3)

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
22	ACC	73.3	ACC
2	UNAC	6.7	UNAC
6	N/A	20.0	N/A

Behavior Breakout:

	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Effort	3	100.0	0	0	0	0
2. Speed	1	33.3	1	33.3	1	33.3
3. Quality	2	66.6	0	0	1	33.3
4. Completing Job	3	100.0	0	0	0	0
5. Motivation	3	100.0	0	0	0	0
6. Physical Stamina	2	66.6	0	0	1	33.3
7. Coordination	2	66.6	0	0	1	33.3
8. Accuracy	1	33.3	1	33.3	1	33.3
9. Dependability	3	100.0	0	0	0	0
10. Response to Company's Goals	2	66.6	0	0	1	33.3

30 Responses = Number of Items (10) x Students Recorded (3)

IV. APTITUDES:

Behavior Summation by Totals:		Behavior Summation by Percentages:	
18	ACC	60.0	ACC
4	UNAC	13.3	UNAC
8	N/A	26.7	N/A

Behavior Breakout:

	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Learning Ability	2	66.6	0	0	1	33.3
2. Verbal Instructions	2	66.6	0	0	1	33.3
3. Written Instructions	2	66.6	0	0	1	33.3
4. Retention	2	66.6	0	0	1	33.3
5. Attentiveness	1	33.3	1	33.3	1	33.3
6. Planning Ability (Initiative)	2	66.6	1	33.3	0	0
7. Decisiveness (Judgment)	2	66.6	1	33.3	0	0
8. Comprehension	2	66.6	0	0	1	33.3
9. Communication	2	66.6	0	0	1	33.3
10. Inventiveness	1	33.3	1	33.3	1	33.3

30 Responses = Number of Items (10) x Students Recorded (3)

EMPLOYER REPORT

VH

Employers concluded that the students were lacking in the following areas:

Temperament:

(a) Ability to perform a variety of duties
(b) Making judgments and decisions

Social and Personality Characteristics:

(c) Social adjustment

Work Attitudes and Work Adjustment Factors:

(d) Speed
(e) Accuracy

Aptitudes:

(f) Attentiveness
(g) Planning ability (initiative)
(h) Decisiveness
(i) Inventiveness

Each of the above categories had an unacceptable score of 20% or more.

When asked for the most important areas school programs should cover regarding preparation for the world of work, the employers gave the following itemized list:

(a) Work experience
(b) Basic math
(c) Check writing and balancing
(d) Career counseling

6. EMPLOYER REPORT

D/HH

There are currently two graduates of the Hard of Hearing program on the secondary level. Of the two, one is working full time as a carpenter apprentice out of town. He was actively involved in a work experience program for two years. During this time he demonstrated a high degree of competitiveness at all times.

7. EMPLOYER REPORT

OH

The program has recently begun and there are no students at the present time who are available to enter the work experience labor market.

8. EMPLOYER REPORT

Target Group TRANSITIONAL
Potential Target 21
Recorded Information 6
Outstanding 15

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals:
20 ACC
4 UNAC
0 N/A

Behavior Summation by Percentages:
83.3 ACC
16.7 UNAC
0 N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties	5	83.3	1	16.7	0	0
2. Repetitive Operations	6	100.0	0	0	0	0
3. Short Cycle Operations	6	100.0	0	0	0	0
4. Making Judgments & Decisions	3	50.0	3	50.0	0	0

24 Responses = Number of Items (4) x Students Recorded (6)

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals:
26 ACC
4 UNAC
0 N/A

Behavior Summation by Percentages:
86.7 ACC
13.3 UNAC
0 N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment	6	100.0	0	0	0	0
2. Non-Interference	6	100.0	0	0	0	0
3. Cooperation with Supervisor	5	83.3	1	16.7	0	0
4. Acceptance of Constructive Criticism	4	66.7	2	33.3	0	0
5. Work Independently of Supervisor	5	83.3	1	16.7	0	0

30 Responses = Number of Items (5) x Students Recorded (6)

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:	54	ACC	Behavior Summation by Percentages:	90	ACC
	6	UNAC		10	UNAC
	0	N/A		0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Effort	5	83.3	1	16.7	0	0
2. Speed	6	100.0	0	0	0	0
3. Quality	6	100.0	0	0	0	0
4. Completing Job	5	83.3	1	16.7	0	0
5. Motivation	5	83.3	1	16.7	0	0
6. Physical Stamina	5	83.3	1	16.7	0	0
7. Coordination	6	100.0	0	0	00	0
8. Accuracy	6	100.0	0	0	0	0
9. Dependability	5	83.3	1	16.7	0	0
10. Response to Company's Goals	5	83.3	1	16.7	0	0

60 Responses = Number of Items (10) x Students Recorded (6)

IV. APTITUDES:

Behavior Summation by Totals:	51	ACC	Behavior Summation by Percentages:	85	ACC
	9	UNAC		15	UNAC
	0	N/A		0	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Learning Ability	6	100.0	0	0	0	0
2. Verbal Instructions	6	100.0	0	0	0	0
3. Written Instructions	6	100.0	0	0	0	0
4. Retention	5	83.3	1	16.7	0	0
5. Attentiveness	4	66.7	2	33.3	0	0
6. Planning Ability (Initiative)	4	66.7	2	33.3	0	0
7. Decisiveness (Judgment)	5	83.3	1	16.7	0	0
8. Comprehension	4	66.7	2	33.3	0	00
9. Communication	5	83.3	1	16.7	0	0
10. Inventiveness	6	100.0	0	0	0	0

60 Responses = Number of Items (10) x Students Recorded (6)

EMPLOYER REPORT

TRANSITIONAL

Employers concluded that the students were lacking in the following areas:

Temperament:

(a) Making judgments and decisions

Social and Personality Characteristics:

(b) Ability to accept constructive criticism

Work Attitudes and Work Adjustment Factors:

Nothing noted

Aptitudes:

(c) Attentiveness
(d) Planning Ability (Initiative)
(e) Comprehension

Each of the above categories had an unacceptable score of 20% or more.

When asked for the most important areas school programs should cover regarding preparation for the world of work, the employers gave the following itemized list:

(a) Speech therapy
(b) Build self-confidence
(c) How to accept criticism
(d) Public communication
(e) Work experience
(f) Basic skills (3 R's)

V. GRANT DESIGN AND PROJECT ADMINISTRATION

A. Commentary

On July 1, 1975, the Napa County Superintendent of Schools began a follow-up study on all of the special education students who have at some time been in special education programs at the secondary level from 1964 through the 1974-1975 school years.

The purpose of this commentary is to provide interested educators with an exportable research format. The following areas are included in discussion:

I. Outreach Strategy, Problems and Returns
II. Research Sample and Instrument Development
III. Staff Training

I. Outreach Strategy, Problems and Returns

A total population of 502 students was identified as having met the requirement for the follow-up study. The research assistants completed 301 interviews which represents a 60% return of information. Thirty-five percent (176 students) could not be reached; three percent (16 students) refused the interview; and two percent (9 students) are deceased.

Employer interviews were divided into two categories: (1) current employers of students, 107 (35.5%) interviews completed and (2) previous employer interviews, 6 (22.2%) completed. Sixty-three students (21.0%) have never worked; eleven students (3.8%) did not want their employers to be contacted. Five students (1.6%) are currently in the military and employer interviews on 48 students were not possible. This occurred because the employer was out of the state with an unknown address and/or there was no employment information recorded.

Thirty-two teachers, administrators and agency interviews were completed. Over 20 questionnaires were completed by the parents of currently enrolled EMR students. Approximately 530 questionnaires were collected by May of 1976. The research assistants completed over 95% of all the interviews on a "face-to-face" basis.

A significant challange facing the research team was to maximize the return of student input. In light of the fact the (1) information was to be obtained on students that graduated or terminated as early as 1964; (2) that there was a verification factor to be considered; (3) and that mailings do not produce the desired quantitative and qualitative results; direct appointments for "face-to-face" interviews with students, parents, teachers, administrators and agency personnel was the predominant outreach strategy utilized. A 60% return was realized.

Establishing inter-agency cooperation for the purpose of verifying student names, addresses and services received was quite difficult. Client privacy and confidentiality of information is as it should be, highly respected. Lists of potential names and self-addressed stamped envelopes with questionnaires were given to agency administrators who would then forward the material to the client if they appeared on the list. One questionnaire out of fifty names responded by return mail.

Research assistants were advised to respect requests not to contact employers. For the most part, those ex-students not wanting an employer questionnaire felt that special education school programs were a part of their past and inasmuch as they have well established jobs there was no point in "bothering" their supervisors. Embarrassment associated with being a "special education student" was their major concern when asked why they did not want the employer interview.

Information verification was accomplished by corroborating the data with teachers, employers, parents and agency counselors. Parents of at least half of the ex-students were present during the interviews and readily offered comments if they felt misinformation was being recorded. Parent input was clearly needed with the TMR group in that many could not recall information relative to dates and names of the past.

The following problems occurred during the outreach phase:

1. Incorrect Addresses

   The phone company, post office, police department and credit offices of department stores helped the staff obtain current addresses.

2. Appointment "No-shows"

   After repeated failure to interview scheduled students and parents for the questionnaire (See V, c.3) a different tactic was utilized. The researchers scheduled noon meetings at their work; interviews at colleges during course breaks; and promised a job information service if they were unemployed or underemployed.

3. Irate Parents and Students

   Apparently several parents and students seized the opportunity to hold responsible, the research assistant, for the hardships experienced over the many years. Several were pessimistic and did not believe that the time it took to answer a questionnaire would measurably help their own as well as those students currently enrolled in special education programs. The research assistants were partially successful with this group. When the anger subsided sufficiently specific problems were dealt with. In several cases the ex-students appeared to be eligible for community agency (rehabilitation) services.

   A visually handicapped student was quite angry and refused an interview. We explained our position and grant rationale in a brailled letter. This opened the door for the research assistant and the questionnaire was completed with the inclusion of a paragraph of constructive criticism.

4. Student Dispositions

Poorly updated student records do not accurately reflect the latest student disposition. Students may have been in a special education program. However, their status changed during their high school years. Unless they were in a special education program for two or more secondary years, they did not qualify as being a part of the defined target population. A system for updating student records is a prerequisite to future follow-up and/or longitudinal studies.

II. Research Sample and Instrument Development

During a meeting with the Project Advisory Committee consisting of teachers, parents, students, administrators and agency personnel, it was decided that conditions exist and seem practical to study the entire population of students that graduated or terminated special education secondary programs since 1964. The researchers and committee members determined that resources, e.g. adequate staff massive data collection; project evaluation time lines; and financial arrangements; allowed for the study of the students within the entire identified population.

An instrument was needed to allow for:

1. Flexibility

   Allows the interviewer to change questions, explore, time to elaborate on unclear responses.

2. Verification

   Gives opportunity to observe mannerisms and irregularities, etc. A 'face-to-face" situation in contrast to writing things down and mailing may provide less accurate responses.

3. Establish Rapport

   Reducing the threat by taking time to explain builds rapport, and may promote complete and reliable responses.

4. Structured and Unstructured Questions

   Provisions for structure would allow data categorization and interpretation of responses, minimizing data collection distortion that may agree with personal biases and convictions of the researcher when doing an unstructured interview. Provisions for alternative responses was to be included.

5. Literacy Level of Ex-students

6. Length of Questionnaire

The term "questionnaire" as used here refers to the interviewers reporting guide. The instrument (See V, c.3) used provides for both free and limited responses.

A "buzz session" method was utilized to collect the items to be considered. Each question considered for inclusion was decided upon utilizing the following standards:

1. Is the question necessary?
2. Is there a duplication?
3. Is the question specific and appropriately worded?
4. Is the wording objectionable?
5. Is the question format in a logical order?
6. Will the question allow the respondent to provide information willingly?

The questionnaire items fell into four major areas:

1. Job Related Information
2. Community Contacts and Financial Aid
3. School Information
4. Personal - Social Information

The cover letters (See V, c.2,4) developed for ex-students that required a mailing, contained areas that were also used by the secretary when explaining the project rationale and scheduling appointments. They were (1) interest arousal, in order to motivate the recipient toward participation and providing complete, truthful, responses and a return of the instrument within a reasonable time frame; (2) explanation of the purposes, why the question will be asked, and how the results will be used, and (3) how the student can benefit directly from the research.

Section V, b., Data Processing and Recording explains each form included in section V, c.

All the items on the questionnaire were given codes which correlated with tally sheets having the same code. The tally sheet was then utilized to compute percentages found in sections II, and VI.

III. Staff Training

The hiring and selection of the research assistants was based entirely upon the very components the respondents being interviewed would look for. The research assistants conducting the interviews needed to communicate a friendly and genuinely interested manner. This provides an atomosphere conducive to a good interview.

Weekly staff discussions covered the following areas:

A. Interview Recommendations

B. Rapport Guidelines
C. Discussion of Errors in Recording Narratives
D. How to Probe
E. How to Deal with Personal Feelings and Emotions

A. Interview Recommendations included the following areas:

1. Be open and honest with the respondent about the purpose of the interview.
2. Be very familiar with the interview items.
3. Be friendly and interested in the respondent.
4. Never appear hurried.
5. Accept whatever hesitant and halting attitudes and ideas the respondent puts forth.
6. Express neither moral or ethical judgments, nor approval or disapproval of the respondent's attitudes and ideas.
7. Never act shocked or surprised at anything the respondent says.
8. Accept the respondent as a conversational equal during the interview.
9. The interview area should be quiet, comfortable and private.

B. Rapport Guidelines emphasized were:

1. Open an interview by asking non-threatening questions.
2. Locate major data by unstructured "lead" questions.
3. Make use of occasional guide questions.
4. Make an effort to locate fruitful areas.
5. Use well-formulated probes to obtain information specific enough to answer the research problem.
6. Pursue fruitful areas once they are found.
7. Clarify the meaning of unclear responses by asking further questions.
8. Follow up areas where the respondent shows emotional involvement.
9. Redirect the interview to more fruitful topics when useful data are not emerging.
10. Be alert to sensitive subject matters and handle them diplomatically.
11. Answer the respondent's direct questions.
12. Complete the interview before the respondent becomes tired.
13. Evaluate the interview situation and climate before deciding whether or not to take notes.

C. Discussion of Errors in Recording Narratives:

Often times the recording to cue words and brief comments can create problems if narrative notes are not transcribed immediately. The following is a list of errors that commonly occur:

1. Error of recognition - the interviewer fails to recognize or tends to minimize significant aspects.
2. Error of omission - the interviewer omits facts or other relevant bits of information.
3. Error of addition - the interviewer adds to or exaggerates the respondent's reply.
4. Error of substitution - the interviewer substitutes words or phrases having different connotations than those used by the respondent.
5. Error of transposition - the interviewer fails to recall the proper sequence of events or the correct relationships between facts.

Interviewers should be trained in accurate recording.

D. How to Probe:

In order to clarify responses or verify information, non-directive probing questions or remarks should be utilized. Probing errors built in an answer within the question. The probing examples discussed included the following:

1. "Will you give me an example...?"
2. "Tell me more."
3. "You feel that...?"
4. "Yes, go on..."
5. "That's interesting..."
6. "Why?"
7. "How do you mean?"
8. "Oh?"

Probe error:

Interviewer: "How many arrests have you had?"
Respondent: "I quess quite a few."
Interviewer: "You mean about 15?"

E. How to Deal with Personal Feelings and Emotions:

The problems of failure, personal defeat, and hurt feelings occurred on a regular basis.

As the experience level of the research assistants increased they were less likely to become intimidated by irate respondents. The ability to understand the dynamics of the individual situations was indeed a significant part of the discussions held during the weekly (sometimes held more often) staff meetings. Each problem was discussed and solutions were developed by the research team. Questionnaire input was reviewed and constructive criticism was presented. Productive problems were identified by charting daily work flows. A major period of time was lost in two areas: (1) research assistants spending too much time setting up their own appointments, (2) appointments fell through on a regular basis. It was decided that the secretary would assume a larger role in the initiating and verification of appointments. This alleviated the problem to a great degree. Reminders went out one week prior to and the day preceding the interviews.

Researchers initially did not understand that they represented the educational and community complex, therefore the parents and ex-students targeted their well-aimed accusations directly at them.

The research assistants explained that they became defensive and started to think about effective rebuttals rather than listening. By thinking ahead, it was explained how the mind can wonder and misinterpret what is said.

The concept of "learning to listen and listen to learn" was developed:

1. Communication involves receiving as well as sending.
2. We can convey messages without words:
    a. hands
    b. eye movements
    c. touch
    d. body gestures
    e. blushing
    f. facial expressions
    g. voice tone
3. Focus with a sensitivity on what one is trying to tell you.
4. Listen to yourself by receiving what you said.
5. Do not tune out unpleasant negative or critical comments.
6. Keep communication lines open, be a non-committed listener.

Cooperation depends upon the skill with which we communicate.

These were just a few of the areas discussed during staff meetings. With any grant concerned with information retrieval dealing with sensitive areas (arrest records, divorce); people that may have pent up feeling; and the normal problems associated with the mechanics of outreach; it is a must to schedule staff meetings on a consistent basis for the purposes of training, identification and modification of problems and for the most important element, that of communication.

B. Data Processing and Recording

1. Face sheets (see Section V.B.1) are given to the Research Assistants to follow up with phone calls for appointments and interviews with students and parents. The face sheets are color coded by target group (Teen Mothers face sheets are buff, LDG/EH are green, etc.)

2. When the Research Assistant returns the completed questionnaire (see Section V.B.3), it is logged on a clipboard sheet for the purpose of assigning a student number. Numbers are assigned according to target group (for example: Teen Mother students are given numbers 1.1, 1.2, etc; LDG/EH students are given numbers 2.1, 2.2, etc.)

3. The questionnaire is logged in the "Questionnaires Completed" notebook (see Section V.B.5) to include the following information:

   Name of student
   Target group
   Date questionnaire was completed
   Whether employer interview is required or not
   Employer's name, address, and phone number
   Date employer interview was completed (to be filled in when completed employer questionnaire is received)

   The purpose of logging questionnaires in this notebook is to compile statistics on the number of interviews completed by each Research Assistant each day and to obtain a list of employers and their addresses to be given to the Research Assistants to be interviewed.

4. The completed questionnaire is logged on the Research Assistant's Daily Work Chart (see Section V.B.6).

5. A 3x5 card is made up showing student name, student number, program, and final disposition code. The 3x5 cards provide students' names in alphabetical order for reference.

6. The questionnaires are filed numerically by target group and color code.

PROCESSING EMPLOYER QUESTIONNAIRES

1. If a student is employed, the employer's name and address are given to one of the Research Assistants to be interviewed.

2. When the completed employer questionnaire (see Section V.B.7) is received from the Research Assistant, the date completed is logged in the "Questionnaires Completed" notebook for the purpose of compiling statistics on the number of employer interviews completed.

3. The employer interview is logged on the Research Assistant's Daily Work Chart.

B. Data Processing and Recording (continued)

4. Employer questionnaire is attached to student's interview and returned to the file.

PROCESSING TEACHER/AGENCY/ADMINISTRATOR INTERVIEWS

1. Names of teachers, administrators, and agency personnel are assigned to Research Assistants to be interviewed.
2. When completed teacher/administrator/agency interviews are received (see Section V, B, 8), they are logged on Daily Work Charts.
3. Interview sheets are filed to be included in the final project report.

LETTERS

If a student cannot be reached for a personal interview, and if an address can be obtained, a form letter (see Section V, B, 2) is sent to the student along with a questionnaire to be filled out and returned to us. A log is kept of letters sent out and received. If no response is made to the first letter, a second form letter (see Section V, B, 4) is sent to the student. Letters are logged in and out.

WEEKLY STATISTICS

Statistics are compiled weekly from the "Questionnaires Completed" notebook to show:

Total number of interviews completed
Total number of letters sent out to students who cannot be contacted in person
Number of students who cannot be reached
Number of students refusing the interview
Number of students deceased
Number of contacts being worked on currently
Number of students whose names were sent to Welfare to obtain addresses

Current employer interviews completed
Previous employer interviews completed
Number of students who have never worked
Number of students rejecting employer interview request
Employer interview not possible (out of state or unknown)
Number of students currently in the armed forces

C. Research Instruments Used

1. Face Sheet

Office of
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
Piercy Holliday

S.E.R. RESEARCH PROGRAM

______________________________ PROGRAM CODE__________ UPVALLEY______
Student

PROGRAM______________________________

STUDENT INFORMATION	PARENT INFORMATION
ADDRESS:______________________	NAME:______________________
______________________	ADDRESS:______________________
	______________________
TELEPHONE:______________	TELEPHONE:______________
APPOINTMENT:______________________	APPOINTMENT:______________________
INTERVIEWER:______________________	INTERVIEWER:______________________

DISPOSITION CODE:______________

DISPOSITION:______________________________________

COMMENTS:

RY:mv
9/10/75

2. Questionnaire Cover Letter

OFFICE OF
SUPERINTENDENT OF SCHOOLS
NAPA COUNTY
4032 Maher Street, Napa, California 94556

PIERCY C. HOLLIDAY
Superintendent

LEO M. MILLER
Assistant Superintendent
Business Services

DR. WILLIAM C. JORDAN
Assistant Superintendent
Educational Services

During the month of September, the county schools of Napa received permission from the State Department of Education to conduct a research survey of all former students in the Napa Valley.

The purpose of the research is to help improve existing programs within the school districts.

We know it is difficult to take time from your busy schedule to fill out a lengthy questionnaire; however, we feel justified in asking you to do this on the basis of what it will accomplish.

Enclosed please find a self-addressed, stamped envelope for your convenience. Please return the questionnaire as soon as possible, as we are counting heavily on your support.

Sincerely,

Robert Young
Project Coordinator
County Educational Research

RY:sm

3. Questionnaire

PROGRAM ____________________

SCHOOL ____________________

COMMUN. REFERRAL ____________________

OFFICE OF
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
Piercy Holliday

QUESTIONNAIRE

1). NAME: ____________________ (2) TELEPHONE: ____________

(3) ADDRESS: ____________________ (4) ZIP: ____________

5) PARENTS' NAME: ____________________

(6) PARENTS' ADDRESS: ____________________

7) AGE: ________ (8) RESIDE WITH: Parents ________ Alone ________

Friends ________ How Long? ________

Spouse ________ How Long? ________

Foster Home ________ How Long? ________

(9) DATE OF MARRIAGE ________ SINGLE ________ DIVORCED ________ SEPARATED ________

0) NUMBER OF CHILDREN ________ (11) NUMBER OF TIMES MARRIED SINCE GRADUATION ________

2) DID YOU GRADUATE FROM HIGH SCHOOL? YES ____ NO ____ IF YES, WHAT YEAR? ________

(13) HOW MANY YEARS DID YOU ATTEND NAPA HIGH SCHOOLS (FOR NON-GRADUATES)? ________

4) ARE YOU PRESENTLY EMPLOYED? YES ____ NO ____

5) ARE YOU SATISFIED WITH YOUR JOB? YES ____ NO ____

(16) IF EMPLOYED LIST EMPLOYER'S NAME AND ADDRESS: ____________________

____

____

7) EMPLOYER'S TELEPHONE NUMBER: ____________________

8) WHAT IS YOUR JOB TITLE? ____________________

(19) DATES OF PRESENT EMPLOYMENT: FROM ____________ TO ____________

0) SOURCE(S) OF JOBS: ____________________

____

____

____

242

21) LIST ALL JOBS YOU HAVE HAD SINCE GRADUATION. INDICATE PART-TIME OR FULL-TIME. START WITH THE MOST RECENT JOB. BE SURE TO GIVE DATES OF WORK.

JOB	HOURLY WAGE	DATES WORKED	
		From:	To:
1.			
2.			
3.			
4.			
5.			
6.			
7.			

(22) WERE YOU EVER FIRED? YES____ NO____ HAVE YOU EVER QUIT A JOB? YES____ NO____

(23) HAVE YOU EVER BELONGED TO A UNION? YES____ NO____

(24) INDICATE THE REASONS WHY YOU LEFT EACH JOB LISTED ABOVE:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

(25) DO YOU HAVE A CAR? YES_____ NO_______ (26) DO YOU HAVE A DRIVER'S LICENSE? YES____ NO_____

DO YOU HAVE ACCESS TO A CAR? YES____ NO____

(26) CAN YOU USE A BUS? YES____ NO____ CAN YOU USE A CAB? YES____ NO____

(27) DO YOU RECEIVE FINANCIAL AID? YES____ NO____

(28) WHAT TYPE OF AID: ____________________

(29) HAVE YOU EVER RECEIVED HELP FROM ANY COMMUNITY AGENCY OR PRIVATE COUNSELOR: YES____ NO_____

(30) LIST AGENCY OR COUNSELOR NAME(S): ____________________

____

(31) WERE YOU PLEASED WITH THE SERVICES? YES____ NO____

(32) WHAT SUGGESTIONS WOULD YOU HAVE? USE BACK SIDE IF NECESSARY.____________________

(33) LIST THE SERVICES YOU RECEIVED:____________________

(34) IS YOUR CASE OPEN? YES____ NO____ I DON'T KNOW______

(35) IF UNEMPLOYED, INDICATE WHY:____________________

(36) WHAT KIND OF HELP (TRAINING, SCHOOLING, CAR, CLOTHES, ETC.) DO YOU NEED IN ORDER TO BECOME EMPLOYED?

(37) WOULD YOU LIKE TO WORK FULL-TIME______ PART-TIME______ NOT NOW_______

(38) DO YOU FEEL THAT YOUR SCHOOL HELPED YOUR PREPARATION FOR THE

WORLD OF WORK? YES____ NO____ I DON'T KNOW____

(39) WHAT SERVICES OR CLASSES COULD YOU HAVE TAKEN THAT WOULD HAVE HELPED YOU?

(40) INDICATE MONTHS NEEDED TO GET A JOB AFTER GRADUATION:____________________

(4 WHAT ARE THE MOST IMPORTANT AREAS SCHOOL PROGRAMS SHOULD COVER? RATE FROM #1 to #12, #1 BEING THE MOST IMPORTANT, #12 BEING THE LEAST IMPORTANT.

	PLACE LETTER NEXT TO THE NUMBER
A. Arithmetic	1.________
B. Class parties and school dances	2.________
C. Field trips	3.________
D. Filling out job applications	4.________
E. Homework	5.________
F. Money changing	6.________
G. Practice on job interviews	7.________
H. Reading	8.________
I. Telling time	9.________
J. Trade training	10.________
K. Writing	11.________
L. Work experience	12.________

(4 DO YOU CONTRIBUTE TO YOUR SUPPORT? YES____ NO____

(4 HAVE YOU EVER BEEN ABLE TO GET CREDIT? YES____ NO____

(44) HAVE YOU EVER HAD ANY REPOSSESSIONS? YES____ NO____

(4 DO YOU OWN CREDIT CARD(S)? YES____ NO____

(46) ARE YOU RENTING? YES____ NO____

(4 ARE YOU PURCHASING A HOME? YES____ NO____

(4 DO YOU HAVE A DRAFT CARD? YES____ NO____

(49) WHAT MAJOR PURCHASES HAVE YOU MADE?

CAR____________
TV____________
FURNITURE____________
OTHER____________

---

(50) DO YOU BELONG TO ANY SOCIAL ORGANIZATIONS? YES____ NO____

(5 DO YOU ATTEND EVENING SCHOOL? YES____ NO____

(52) DO YOU ATTEND CHURCH? YES____ NO____

3) DO YOU WATCH TV? YES____ NO____

4) WHAT ARE YOUR HOBBIES?____

____

____

____

5) DO YOU ASSOCIATE WITH (MANY____ OR FEW____) FRIENDS?

6) DO YOU ASSOCIATE WITH (YOUNGER____ OR OLDER______) INDIVIDUALS?

(57) TRAVEL. WHAT WAS THE LONGEST TRIP TAKEN?

______ 0 - 75 miles

______ 75 - 150 miles

______ 150 - 225 miles

______ 225 - 300 miles

______ 300 - 375 miles

______ 375 - 1000 miles or more

(58) HAVE YOU EVER BEEN ARRESTED? YES____ NO____ WHY?____________________

9) ARE YOU ON PAROLE? YES____ NO____ ____________________

____

(60) ADDITIONAL COMMENTS:____

____

____

____

____

____

____

____

____

____

RY:mv
SER)
/15/75

4. Second Cover Letter (Follow-Up Letter)

OFFICE OF
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
4032 Maher Street, Napa, California 94558
Telephone (707) 224-3151

LEO M. MILLER
Assistant Superintendent
Business Services

PIERCY HOLLIDAY
Superintendent

On   , I mailed a questionnaire to you. As of this date, I have received no acknowledgement from you.

In order to complete my report to the State Department of Education, it is vital that I have your completed questionnaire by January 20, 1976.

I am enclosing another copy of the questionnaire in case yours was lost. Please answer as many of the questions as possible, regardless of how incomplete they may be, and return to me by January 20 in the enclosed self-addressed stamped envelope.

Your cooperation is appreciated.

Sincerely,

Bob Young
Project Coordinator
Education Research Project
Office of Napa County
 Superintendent of Schools

sm

QUESTIONNAIRES COMPLETED

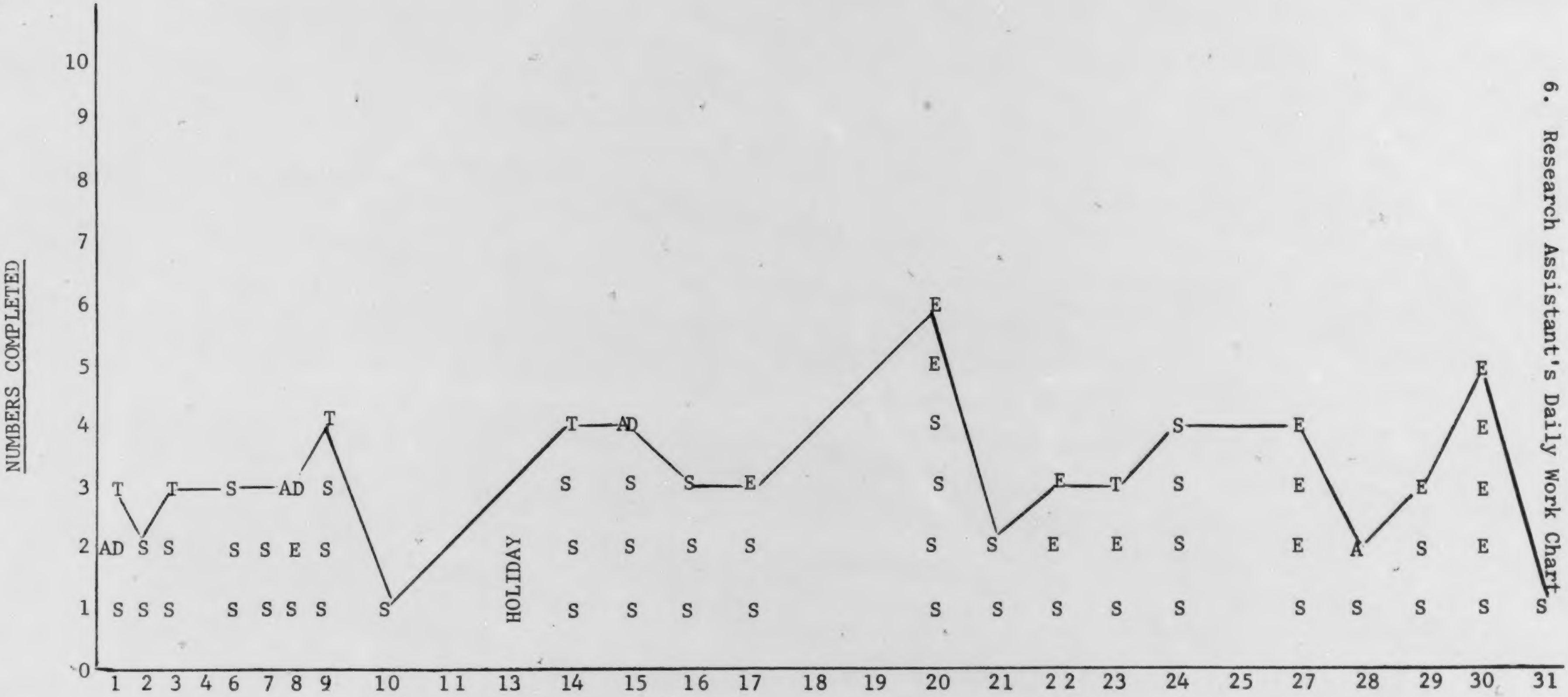
INTERVIEWER ______________________

STUDENT		EMPLOYER		
NAME	DATE COMPLETED	REQUIRED	EMPLOYER NAME & ADDRESS	DATE COMPLETED

RY:mv
9/29/75

6. Research Assistant's Daily Work Chart

OCTOBER



DAY OF THE MONTH

S = Student/Parent
E = Employer
T = Teacher
A = Agency
AD = Administration

TOTAL FOR MONTH - 68
WORKING DAYS - 22

7. Employer Questionnaire

OFFICE OF
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
Piercy Holliday

1. Excellent
2. Above Average
3. Average
4. Poor
5. Unacceptable

STUDENT NAME: ____________________

EMPLOYER NAME & ADDRESS: ____________________

I. TEMPERAMENT: Capable of adjusting to and performing in the types of situations described below.

1.	Variety of duties	Yes	No
2.	Repetitive operations	Yes	No
3.	Short cycle operations	Yes	No
4.	Making judgments and decisions	Yes	No

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

1.	Social Adjustment	1	2	3	4	5
2.	Non-Interference	1	2	3	4	5
3.	Cooperation with supervisor	1	2	3	4	5
4.	Acceptance of constructive criticism	1	2	3	4	5
5.	Working independently of supervisor	1	2	3	4	5

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

1.	Effort	1	2	3	4	5
2.	Speed	1	2	3	4	5
3.	Quality of work (productivity)	1	2	3	4	5
4.	Completing job	1	2	3	4	5
5.	Motivation	1	2	3	4	5
6.	Physical stamina	1	2	3	4	5
7.	Coordination	1	2	3	4	5
8.	Accuracy	1	2	3	4	5
9.	Dependability	1	2	3	4	5
10.	Response to company's goals	1	2	3	4	5

IV. APTITUDES:

1.	Learning ability	1	2	3	4	5
2.	Verbal instructions	1	2	3	4	5
3.	Written instructions	1	2	3	4	5
4.	Retention	1	2	3	4	5
5.	Attentiveness	1	2	3	4	5
6.	Planning ability (initiative)	1	2	3	4	5
7.	Decisiveness (judgment)	1	2	3	4	5
8.	Comprehension	1	2	3	4	5
9.	Communication	1	2	3	4	5
10.	Inventiveness	1	2	3	4	5

V. SUGGESTIONS FOR IMPROVEMENT:

VI. WHAT ARE THE MOST IMPORTANT AREAS SCHOOL PROGRAMS SHOULD COVER REGARDING PREPARATION FOR THE WORLD OF WORK:

1.

2.

3.

4.

5.

RY:mv
9/16/75

8. Employer Report (Statistics)

EMPLOYER REPORT

Target Group____________________
Potential Target __________
Recorded Information ______
Outstanding________________

Key: ACC - Acceptable Behavior
UNAC - Unacceptable
N/A - Not Applicable

I. TEMPERAMENT: Capable of adjusting to a performing level in the type of situations described below.

Behavior Summation by Totals: _____ ACC
_____ UNAC
_____ N/A

Behavior Summation by Percentages: _____ ACC
_____ UNAC
_____ N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Variety of Duties						
2. Repetitive Operations						
3. Short Cycle Operations						
4. Making Judgments & Decisions						

_____ Responses = Number of Items (   ) x Students Recorded (   )

II. SOCIAL AND PERSONALITY CHARACTERISTICS:

Behavior Summation by Totals: _____ ACC
_____ UNAC
_____ N/A

Behavior Summation by Percentages: _____ ACC
_____ UNAC
_____ N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1 1. Social Adjustment						
2. Non-Interference						
3. Cooperation with Supervisor						
4. Acceptance of Constructive Criticism						
5. Work Independently of Supervisor						

_____ Responses = Number of Items (   ) x Students Recorded (   )

III. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS:

Behavior Summation by Totals:			Behavior Summation by Percentages:		
	_____	ACC		_____	ACC
	_____	UNAC		_____	UNAC
	_____	N/A		_____	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Effort	_____	_____	_____	_____	_____	_____
2. Speed	_____	_____	_____	_____	_____	_____
3. Quality	_____	_____	_____	_____	_____	_____
4. Completing Job	_____	_____	_____	_____	_____	_____
5. Motivation	_____	_____	_____	_____	_____	_____
6. Physical Stamina	_____	_____	_____	_____	_____	_____
7. Coordination	_____	_____	_____	_____	_____	_____
8. Accuracy	_____	_____	_____	_____	_____	_____
9. Dependability	_____	_____	_____	_____	_____	_____
10. Response to Company's Goals	_____	_____	_____	_____	_____	_____

_____ Responses = Number of Items (   ) x Students Recorded (   )

IV. APTITUDES:

Behavior Summation by Totals:			Behavior Summation by Percentages:		
	_____	ACC		_____	ACC
	_____	UNAC		_____	UNAC
	_____	N/A		_____	N/A

Behavior Breakout:	ACC		UNAC		N/A	
	Raw	%	Raw	%	Raw	%
1. Learning Ability	_____	_____	_____	_____	_____	_____
2. Verbal Instructions	_____	_____	_____	_____	_____	_____
3. Written Instructions	_____	_____	_____	_____	_____	_____
4. Retention	_____	_____	_____	_____	_____	_____
5. Attentiveness	_____	_____	_____	_____	_____	_____
6. Planning Ability (Initiative)	_____	_____	_____	_____	_____	_____
7. Decisiveness (Judgment)	_____	_____	_____	_____	_____	_____
8. Comprehension	_____	_____	_____	_____	_____	_____
9. Communication	_____	_____	_____	_____	_____	_____
10. Inventiveness	_____	_____	_____	_____	_____	_____

_____ Responses = Number of Items (   ) x Students Recorded (   )

Office of
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
Piercy Holliday

9. Teacher/Administrator/Agency Questionnaire

TEACHER AND ADMINISTRATOR CONCERNS AND PROBLEM IDENTIFICATION

ACADEMIC: ____________________

2. VOCATIONAL: ____________________

2A. Work Experience: ____________________

2B. Trade Training: ____________________

COUNSELING: ____________________

HOUSING:

. FINANCIAL:

6. STAFFING:

6A. Teacher Aides:

6B. Additional Teachers:

7. PROGRAM MATERIALS:

8. COURSE SCHEDULING:

9. FLEXIBILITY IN TEACHING COURSE CONTENT:

10. COURSE GUIDELINES:

11. COMMUNICATIONS:

12. TRANSPORTATION:

13. OTHER:

RY:mv
SER
9/24/75

10. Letter to Parents of EMR Students

OFFICE OF
NAPA COUNTY SUPERINTENDENT OF SCHOOLS
4032 Maher Street, Napa, California 94558
Telephone (707) 224-3151

LEO M. MILLER
Assistant Superintendent
Business Services

PIERCY HOLLIDAY
Superintendent

April 21, 1976

Dear Parents:

As many of you know, I am involved in a research study 50 percent of my time. The purpose of the study is to evaluate and improve the existing special education programs.

We would value highly your opinions and suggestions. Therefore, I have designed a questionnaire for you to fill out. There is a section provided for you to add additional comments and concerns. I realize that there may be difficulty in knowing all the answers to these questions. Do not feel uncomfortable if this is the case. It is merely an indication that we, as educators, need to improve our communications with parents. It is most important that you do not ask your child for the answers to these questions, as it would destroy the accuracy of the questionnaire.

All remarks made by you will be kept confidential.

Inasmuch as we have a state deadline, please fill out the questionnaire and mail it back to me in the enclosed self-addressed envelope no later than April 28th.

If there are any questions concerning your student, do not hesitate to call me at the following telephone numbers:

County Office	224-3151, Ext. 73	(morning)
Vintage High	252-5225	(afternoon)
Home Number	252-2643	(evening)

I appreciate your support.

Sincerely,

Bob Young
Project Coordinator/Work Coordinator
Special Education Research

sm/

CONFIDENTIAL

11. Questionnaire Sent to Parents of EMR Students

PARENT QUESTIONNAIRE

Instructions: Please answer all questions. If you do not know the answer, circle DON'T KNOW. On a "yes" or "no" answer, circle either YES or NO. Do not ask your child for the answers

- -

1. Do you know the names of all the subjects (classes) your student is involved with? YES NO

2. Do you know the names of your child's teachers in the special education program? YES NO

3. Have you had a private conference with the Rehabilitation Counselor this year? YES NO

4. What is the Rehabilitation Counselor's name? ______________________________ DON'T KNOW

5. Do you know who is the school counselor assigned to your student's program? YES NO

Answer either question 6 or question 7:

6. If your child was in high school last year, did you attend the "Open School Night?" YES NO

7. If your child was in junior high last year, did you attend the "Open School Night?" YES NO

8. Do you know the name of the Special Education Work Coordinator? YES NO

9. If you do not know the coordinator's name, do you know who he is and what he does? YES NO

10. Do you know his office and home hours? YES NO

11. Are you satisfied with your child's classes? YES NO

If you answered NO, please indicate why ______________________________

____

If you answered YES, please indicate why ______________________________

____

12. Do you know the specific objectives that the Special Education teachers prepared for your child? YES NO

13. Did you participate in writing the objectives? YES NO

14. Would you like to feel more involved with your child's program? YES NO

15. Do you feel that your child needs more counseling? YES NO

If YES, please list the areas: ______________________________

____

16. Are you worried about what will happen after your child graduates? YES NO

17. Has the Rehabilitation Counselor talked to you about the complete range of services available after graduation? YES NO

18. How can we improve your child's education? CHECK THE BOXES BELOW. If you are concerned with any other areas not listed, please indicate in Section 20.

☐ A. Better classes
☐ B. More career counseling
☐ C. Meet with teachers more
☐ D. Meet with Rehabilitation Counselor more
☐ E. Meet with School Counselor more
☐ F. Meet with Work Coordinator more
☐ G. Teachers to inform you of student's program
☐ H. Teachers to inform you of program changes
☐ I. Meet with administrators
☐ J. More vocational classes
☐ K. More academic classes
☐ L. More homework

19. Is your child happy with the school program? YES NO DON'T KNOW
If YES, please indicate why in Section 20.

Is your child unhappy with the school program? YES NO DON'T KNOW
If YES, please indicate why in Section 20.

20. This section is for you to write your comments on areas not covered. If you need more room, please use the back of this sheet. Thanks again for your time.

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VI. CONCLUDING STATISTICS, FINDINGS AND RECOMMENDATIONS

A. Concluding Statistics (Commentary)

A statistics key has been provided indicating target group abbreviations and code number indexes. Please refer to the key for code number explanations.

1. Comparative and Average Statistics (Please see Table "A")

The Comparative and Average Statistics Table displays information on seven special education target groups. The last column to the right reflects the total average. The following is an item analysis of the results of the statistics:

a. Item 1.1: The highest average hourly wage was recorded by the Transitional target group. Their average was $4.35 compared to the second highest group of $3.99 recorded by the LDG/EH target group. The total target group average was $3.05. Each target group that placed in the first and second category far exceeded the total average by at least $ .94 per hour.

b. Item 1.2: Full-time employment averaged 39.2% by all the target groups. The highest employment figure was recorded by the TMR group. The LDG/EH reported a 54.5% employment rate (full time). The lowest part-time employment rate was also recorded by the LDG/EH group, 1.5%. The highest part-time employment rate was recorded at 22.2% by the Transitional target group. The average part-time percentage was recorded at 8.6%. The average unemployment rate is 34%. The highest unemployment rate was recorded by the Transitional and Teen Mother groups. The Visually Handicapped had a 40% unemployment rate, and the EMR as well as TMR target groups had the lowest unemployment figures (27.2% and 16.3% respectively). We had differentiated between those that are unemployed and those that are out of the labor market. Those that are unemployed are currently seeking a position in a competitive labor market but have not found a job as contrasted to those out of the labor market that do not care to work at the present time. The Teen Mother group recorded the highest percentage of those being out of the labor market. Thirty-three percent was recorded for the TMR target group. The Visually Handicapped recorded the second highest figure of 30% for the same category. The Teen Mothers as well as the Visually Handicapped group also recorded high percentages among the unemployed.

c. Item 1.4: Records information relative to the number of months the student needed to get a job after graduation or termination. The categories are broken into three areas: from 0 - 6 months, more than 6 months - 1 year, and 1 year or more. Seventy-six percent of all the students record they achieved employment status within the first six months after completing or terminating high school. The Visually Handicapped indicated a 100% job placement within the first six months; the Transitional recorded 78% placement with the first six months. These were the three highest percentages. The Teen Mothers recorded 21.5% of the students were placed after one year. This is by far twice as high as the EMR target group placement, which is 11.9%.

d. Item 1.5: Records the vocational desires of the unemployed ex-students. They are categorized as either desiring full-time placement, part-time placement, the third alternative was no response. Of all the students that are recorded as unemployed, 71% desire full-time employment; 28% desire part-time employment; and a 1% average was recorded in the no response category. The highest percentage of those desiring full-time employment was recorded by the LDG/EH group at 95%. The Teen Mother group recorded a 63% response to full-time and a 37% response to part-time employment. The only group recording within the no response category was the EMR target group. They recorded a 7.1% percentage to the no response category.

e. Item 1.6: Responded to whether or not the client was satisfied with his job. The target group recorded a 91.5% within the satisfied response. Several target groups (Teen Mothers, TMR, and Visually Handicapped) recorded total job satisfaction. The EMR placed fourth highest in the satisfied category with a 92.6%; this was followed by the Transitional and LDG/EH groups. The highest percentage recording in the unsatisfied category was recorded by the LDG/EH at 24%. This was followed by a 20% recording by the Transitional group.

f. Item 1.8: Determined whether or not the student received a salary or job advancement while being employed in the competitive labor market. An average of 61.6% of all the students recorded they did receive a salary or job advancement. Thirty-two and nine-tenths percent responded they never received a salary or job advancement and 5.5% did not respond to that question. The highest target group responding in the affirmative to this item was the transitional target group, 80% recorded they did receive salary or job advancements. The highest group that never received salary or job advancements was the EMR group followed closely by the TMR.

g. Item 1.12: Records the percentage of students that received automobile licenses. A total average of 70.9% of all the students received automobile licenses. The LDG/EH and Teen Mother group as well as the Transitional group record over 75% of the students have obtained licenses. Almost 50% of the EMR group record they have licenses and neither the VH or TMR groups report that they have licenses. Please review Section Two for individual explanations of achievement.

h. Item 2.2: Is concerned with the number of students that have received financial aid from community agencies. A total average of 44.3% of the students report they have received financial aid. Fifty-four percent report they never have received financial aid from a community agency. The TMR group reports the highest percentage of any target group receiving financial aid (95.3%). The LDG/EH records the highest percentage of any target group not receiving financial aid. This was followed closely by the Transitional target group.

i. Item 2.3: Help from a Community Agency: A total average of 53.9% of all the students report they have received help from a community agency. Forty-four and five-tenths percent of the students record they have not received help and 1.6% of the students declined to answer on this category. The TMR group reported the highest percentage relative to recording in the affirmative. They have also recorded the highest percentage in terms of receiving financial help. The Visually Handicapped group has also indicated a high percentage in terms of receiving help from a community agency. The Teen Mother group as well as the Transitional group record a 57.3% and a 55.6% respectively in terms of not receiving help from a community agency. This is understanding in light of the fact that the precious information has indicated that (1) The Teen Mother group has had very little interface with community agencies other than welfare, and (2) The Transitional target program has been discontinued for the last two years.

j. Item 2.4: Agency Satisfaction: The total average percentages of those students that record satisfaction with agencies they have had experiences with is 69.2%. The target group recording the lowest percentage of satisfaction was the Trainable Mentally Retarded group at 51.2%. This is interesting inasmuch as they have had a significant interface with community agencies as indicated in Items 2.2 and 2.3. Thirty-six and eight-tenths percent of the TMR group declined to answer this particular question. The highest percentage of unsatisfied responses comes from the Transitional target group with a 33.3%. The Visually Handicapped had an unsatisfied percentage rate of 28%.

k. Item 3.1: Has School Helped You in the Preparation for the World of Work? This question required a "yes," or "no," or "don't know" answer. The average statistics indicate that 53.2% of the students feel school has helped them in the preparation for the world of work. Thirty-five and two-tenths percent of the students answered the question with a "no" and 11.6% indicated a "don't know" response. The highest percentage of the "yes" answers came from the TMR group. They recorded a 79% response. The LDG/EH and Visually Handicapped groups recorded a 51% and a 50% "no" response. Thirty-seven and seven-tenths percent of the Teen Mother group as well as 29.2% of the EMR group felt school has not helped them toward the preparation for the world of work. The Transitional group indicated by a percentage of 33.3% that school has helped; 29.2% indicated school has not helped; and 37.5% no answer.

l. Item 3.2: Graduated-Terminated: The average number of students graduating the programs in special education since 1964 is 64.8%. An average percentage of 35.2% record they have terminated the programs. The EMR, VH and Transitional target groups report that at least 70% of their students have graduated. The LDG/EH have graduated 58% of their students and the Teen Mothers report a 54% graduation rate. The highest figure of those that have terminated programs is 46% coming from the Teen Mother program. It is most important that the reader review Section Two under the appropriate target group for an explanation of the problems associated with program termination. Forty-two percent of the LDG/EH students are also terminated, both the EMR and Transitional target groups report the exact percentages of 29.1% termination rate.

m. Item 4.1: Living Arrangements: The living arrangement section has been divided into six areas as listed on the Comparative and Average Statistics Chart. The highest percentage of students live with their parents (47%). The second highest percentage is at 24.7% indicating the students are living with their husband or spouse. Eleven percent live with their firends, 6.5% live alone, and 9.3% live in foster homes. The above statistics reflect target group averages. On an individual basis the Teen Mother group shows the highest percentage living with the husband or spouse or living alone; the highest percentage for the LDG/EH group reflects they live with their parents (49.3%), and husband or spouse (29.8%); the EMR group shows the highest percentage live with their parents (41.7%), and 28.1% live with their husband or spouse; the TMR group shows the highest percentage living either with their parents (59.5%), or in a foster home (38.1%); the highest percentage of the Visually Handicapped group live with their parents (60%), and 30% live with their husband or spouse; highest percentage of the Transitional students live with their parents (55.5%), and also with their friends (33.4%).

n. Item 4.2: Marriages-Divorces-Children: The target averages show that 69% of the ex-students are single (never married); 28% of the students are married; 1% are separated; 2% are divorced and the total average number of children is 32.75. The Teen Mother group has the highest percentage of those students that are married (62.3%). This particular target group has a total number of 69 children. The LDG/EH and EMR target groups have a marriage percentage of 29.4% and 28.2% respectively. Both target groups have the same number of children (28).

o. Item 4.7: Arrest Record: The average number of student arrests for all target groups is 25.9%. The Transitional as well as LDG/EH groups report the highest percentages of student arrests, 44.4% and 44.1% respectively. The Teen Mothers report that at least 28% of the students were arrested at one time and the EMR group report 27% were arrested.

A. COMPARATIVE AND AVERAGE STATISTICS

		TM	LDG/EH	EMR	TMR	VH	D/HH	TRANS	AVERAGE
1.1	AVERAGE HOURLY WAGE	$2.54	$3.99	$3.18	$2.00	$2.25		$4.35	$3.05
1.2	FULL TIME	13.0%	54.5	49.5	65.0	20.0		33.3	39.2%
	PART TIME	10.0%	1.5	3.0	4.7	10.0		22.2	8.6%
	UNEMPLOYED	44.0%	32.5	27.2	16.3	40.0		44.4	34.0%
	OUT OF THE LABOR MARKET	33.0%	11.5	20.3	14.0	30.0		--	18.1%
1.4	0 - 6 MONTHS	59.5%	88.1	81.0	48.8	100.0		78.0	76.0%
	6 - 1 YEAR	19.0%	3.4	7.1	4.6	—		22.0	9.4%
	1 YEAR PLUS	21.5%	8.5	11.9	--	—		—	14.0%
1.5	FULL TIME	63.0%	95.0	78.6	57.0	50.0		80.0	71.0%
	PART TIME	37.0%	5.0	14.3	43.0	50.0		20.0	28.0%
	NO RESPONSE	--	--	7.1	—	—	INFORMATION ON ONLY 2 STUDENTS. PLEASE SEE PROGRAM COMMENTS.	—	1.0%
1.6	SATISFIED	100.0%	76.0	92.6	100.0	100.0		80.0	91.5%
	UNSATISFIED	—	24.0	7.4	--	--		20.0	8.5%
1.8	YES	64.3%	76.3	55.5	—	33.3		80.0	61.6%
	NO	35.7%	23.7	44.5	40.0	33.3		20.0	32.9%
	NO RESPONSE	--	--	--	--	33.3		--	5.5%
1.12	LICENSES	75.4%	80.8	49.5	--	--		78.0	70.9%
2.2	YES	34.4%	22.0	32.0	95.3	60.0		22.2	44.3%
	NO	65.6%	78.0	68.0	4.7	*30.0		77.8	54.0%
2.3	YES	42.7%	33.8	48.5	83.7	70.0		44.4	53.9%
	NO	57.3%	66.2	51.5	16.3	20.0		55.6	44.5%
	DECLINE	--	--	--	—	10.0		—	1.6%
2.4	SATISFIED	73.0%	74.0	78.0	51.2	72.0		66.7	69.2%
	UNSATISFIED	23.0%	21.7	12.0	12.0	28.0		33.3	21.9%
	DECLINE	4.0%	4.3	* 8.0	36.8	—		--	8.9%
3.1	YES	47.5%	47.0	62.2	79.0	50.0		33.3	53.2%
	NO	37.7%	51.0	29.2	14.0	50.0		29.2	35.2%
	DON'T KNOW	14.8%	2.0	8.6	7.0	--		37.5	11.6%
3.2	GRADUATED	54.0%	58.0	70.9	*	70.0		70.9	64.8%
	TERMINATED	46.0%	42.0	29.1	*	30.0		29.1	35.2%
4.1	ALONE	19.6%	7.5	11.7	--	--		—	6.5%
	PARENTS	16.4%	49.3	41.7	59.5	60.0		55.5	47.0%
	FRIENDS	3.3%	10.4	13.6	—	10.0		33.4	11.0%
	HUSBAND/SPOUSE	60.7%	29.8	28.1	—	30.0		—	24.7%
	DORMITORY (PRIVATE)	--	1.5	--	2.4	—		--	.7%
	FOSTER HOME	—	1.5	4.9	38.1	--		11.1	9.3%
4.2	SINGLE	24.6%	64.7	68.0	100.0	70.0		88.8	69.0%
	MARRIED	62.3%	29.4	28.2	*	30.0		11.1	28.0%
	SEPARATED	5.5%	1.5	--	--	--		---	1.0%
	DIVORCED	8.1%	4.4	3.8	—	—		—	2.0%
	NO. OF CHILDREN	69.0	28.0	28.0	—	6.0		*	32.75
4.7	ARRESTED	28.0%	44.1	27.0	2.0	10.0		44.4	25.9%

* See Appropriate Section   Review of Statistics - Section II.

A. Comparative and Average Statistics Key

1.1 AVERAGE HOURLY WAGE
1.2 CURRENT EMPLOYMENT
    Full Time
    Part Time
    Unemployed
    Out of the Labor Market
1.4 MONTHS NEEDED TO GET A JOB AFTER GRADUATION
    0 - 6 Months
    6 Months - 1 Year
    1 Year Plus
1.5 VOCATIONAL DESIRES OF THE UNEMPLOYED
    Full Time
    Part Time
    No Response
1.6 JOB SATISFACTION
    Satisfied
    Unsatisfied
1.8 SALARY OR JOB ADVANCEMENT
    Yes
    No
1.12 TRANSPORTATION - LICENSES
2.2 FINANCIAL AID
    Yes
    No
2.3 HELP FROM A COMMUNITY AGENCY
    Yes
    No
2.4 AGENCY SATISFACTION
    Satisfied
    Unsatisfied
3.1 HAS SCHOOL HELPED YOU IN THE PREPARATION FOR THE WORLD OF WORK?
    Yes
    No
    Don't Know
3.2 GRADUATED - TERMINATED
    Graduated
    Terminated
4.1 LIVING ARRANGEMENTS
    Alone
    Parents
    Friends
    Husband/Spouse
    Dormitory
    Foster Home
4.2 MARRIAGES - DIVORCES - CHILDREN
    Single
    Married
    Separated
    Divorced
    Number of Children
4.7 ARREST RECORD
    Arrested

TM - Teen Mothers
LDG/EH - Learning Disability Group/ Educationally Handicapped
EMR - Educable Mentally Retarded
VH - Visually Handicapped
D/HH - Deaf and Hard of Hearing
TRANS - Transitional
TMR - Trainable Mentally Retarded

2. Total Target Groups Average Statistic Comparisions with Pre-1969 Statistics

Prior to 1969, vocational services were not provided by the Department of Rehabilitation. It was thought that if one could go back prior to the onset of the school cooperative program we could discretely separate those students that received an abundance of vocational and career exploratory services with those that did not have a disadvantage. The researcher separated out the data provided by students that graduated up through 1969. After reviewing, the item averages show little differences. (Please see Tables "B")

The pre-1969 average statistics show higher percentages in the following areas:

A. Average hourly wage.
B. Combined full-time and part-time employment rate.
C. The amount of months needed to get a job after graduation or termination.
D. The percentage of those people unemployed that wanted to work full time.
E. The percentage of people satisfied with their jobs.
F. The number of "no" responses indicating a salary or job advancement.
G. The percentage of "no response."
H. The number of people receiving financial aid.
I. The number of people reporting a "no" answer in terms of receiving help from a community agency.
J. A higher "decline" repsonse in answer to Item 2.3, community agency help.
K. A higher percentage was recorded in the decline category relative to agency satisfaction (Item 2.4).
L. The response recorded in the affirmative relative to whether or not school has helped in the preparation for the world of work.
M. Percent of students terminated.
N. Under Item 4.1 a higher percentage of students living alone.
O. Percentage living with their parents.
P. Percent living with their husband or spouse.
Q. Percentage living in a foster home.
R. Percentage married.
S. Percentage divorced.
T. Arrest rate.

Lower statistics were recorded in the following categories:

A. Percentages of unemployed.
B. Out of the labor market.
C. The number of months to get a job after graduation statistics are almost identical to the average in group.
D. Less people would like to work part time (more have indicated they would like to work full time).

Those that record satisfaction as well as unsatisfaction with their jobs are almost identical in percentages to the average statistics of the seven target groups.

E. The number of students that record the salary or job advancement is quite a bit lower than those of the seven target group averages.
F. The amount of licenses attained are lower that the total averages. The availability of driver education and driver training programs for the special education target groups have greatly increased in the last four or five years.
G. A lower number of students have indicated that they do not participate in receiving financial aid from community agencies. A lower percentage of students record that they are receiving help from community agencies in comparison to the target group averages. Overall agency availability has greatly improved since 1969.
H. A lower percentage of students indicate that they are satisfied as well as unsatisfied with agency services when compared to the total target averages. A lower percentage of students indicated that school has not helped them in the preparation for the world of work in comparison with the other target groups, and a much lower percentage indicated a response to the same question with a "don't know" answer.
I. A lower percentage of students graduated.
J. Less students live with their friends.
K. Less in a dormitory.
L. Less students are single.
M. No students report being separated.
N. And the average number of children is less than the overall total target group averages.

Researchers anticipated that the pre-1969 statistics would show poorer gains in all of the areas due to the fact that the Vocational Rehabilitation Services Cooperative Agreement was non-existent at this time. A county/district administrator indicated several reasons are responsible for the major successes achieved by the pre-1969 group, they are:

1. An extremely devoted teaching staff that provided community placement and follow-up services.
2. Night classes offering pre-vocational tutoring were made available to the students.
3. The community labor market had more job vacancies with fewer students competing. Therefore, work experience was readily available for all special education students without the need to subsidize employee wages through the use of incentive monies.
4. Although there was no cooperative school agreement it is conceivable that the students that completed or terminated school programs could have obtained services through the State Department of Rehabilitation inasmuch as the feasibility requirements could have been successfully met.
5. Pre-1969 students represent an older, more settled group in terms of job personality and family development.

It is most difficult to compare and contrast the benefits received and accomplishments achieved by target groups that have received special education curriculum and community agency services with those students that did not. There exists no category of students that provide a discretely defined control group that has not experienced the effects of curriculum and agency services while they were involved with secondary programs.

In the last part of Section "C", a comparison will be made of all high school graduates (special education included) from Vintage High School (1973 and 1974 classes).

B. Target Group Averages and Pre-1969 Statistics

		Average	Pre-1969 Averages
1.1	Average Hourly Wage	$3.05	$3.14
1.2	Full Time	39.2%	55.0% (Combined full & part time.)
	Part Time	8.6%	
	Unemployed	34.0%	32.5%
	Out of the Labor Market	18.1%	12.5%
1.4	0 - 6 Months	76.0%	75.0%
	6 - 1 Year	9.4%	5.0%
	1 Year Plus	14.0%	20.0%
1.5	Full Time	71.0%	77.0%
	Part Time	28.0%	23.0%
	No Response	1.0%	0.0%
1.6	Satisfied	91.5%	91.6%
	Unsatisfied	8.5%	8.4%
1.8	Yes	61.6%	45.0%
	No	32.9%	47.5%
	No Response	5.5%	7.5%
1.12	Licenses	70.9%	51.3%
2.2	Yes	44.3%	51.3%
	No	54.0%	48.7%
2.3	Yes	53.9%	40.0%
	No	44.5%	57.5%
	Decline	1.6%	2.5%
2.4	Satisfied	69.2%	37.5%
	Unsatisfied	21.9%	5.0%
	Decline	8.9%	57.5%
3.1	Yes	53.2%	65.0%
	No	35.2%	32.5%
	Don't Know	11.6%	2.5%
3.2	Graduated	64.8%	62.5%
	Terminated	35.2%	37.5%
4.1	Alone	6.5%	12.5%
	Parents	47.0%	47.5%
	Friends	11.0%	7.5%
	Husband/Spouse	24.7%	32.5%
	Dormitory (Private)	.7%	0.0%
	Foster Home	9.3%	10.0%
4.2	Single	69.0%	62.5%
	Married	28.0%	30.0%
	Separated	1.0%	0.0%
	Divorced	2.0%	7.5%
	No. of Children	32.75	16.0
4.7	Arrested	25.9%	31.6%

B. Target Group Averages and Pre-1969 Statistics by Category Gains

		Average	Pre-1969 Averages
1.1	Average Hourly Wage		+ ($ .09)
1.2	Full Time		+ (7.2% combined full and part time)
	Part Time		
	Unemployed	+ (1.5%)	
	Out of the Labor Market	+ (5.6%)	
1.4	0 - 6 Months	+ (1.0%)	
	6 - 1 Year	+ (4.4%)	
	1 Year Plus		+ (6.0%)
1.5	Full Time		+ (6.0%)
	Part Time	+ (5.0%)	
	No Response	+ (1.0%)	
1.6	Satisfied	-0-	-0-
	Unsatisfied	-0-	-0-
1.8	Yes	+ (16.6%)	
	No		+ (14.6%)
	No Response		+ (2.0%
1.12	Licenses	+ (19.6%)	
2.2	Yes		+ (7.0%)
	No	+ (5.3%)	
2.3	Yes	+ (13.9%)	
	No		+ (13.0%)
	Decline		+ (0.9%)
2.4	Satisfied	+ (31.7%)	
	Unsatisfied	+ (16.9%)	
	Decline		+ (48.6%)
3.1	Yes		+ (11.8%)
	No	+ (2.7%)	
	Don't Know	+ (9.1%)	
3.2	Graduated	+ (2.3%)	
	Terminated		+ (2.3%)
4.1	Alone		+ (6.0%)
	Parents		+ (0.5%)
	Friends	+ (3.5%)	
	Husband/Spouse		+ (7.8%)
	Dormitory (Private)	+ (0.7%)	
	Foster Home		+ (0.7%)
4.2	Single	+ (6.5%)	
	Married		+ (2.0%)
	Separated	+ (1.0%)	
	Divorced		+ (5.5%)
	No. of Children	+ (16.75)	
4.7	Arrested		+ (5.7%)

3. Employment Averages by Sex

In comparing male employment with female employment we find that in each category (part time, full time, unemployed) with the exception of the out of the labor market category, the male percentages far exceed that of female statistics. Combined part-time and full-time employment averages for the males reflect a 17.1%, in comparison to a 6.9% for the females. It is also noted that the males have a significantly higher unemployment rate (21.4%) in comparison to the female unemployment rate of 15%. The male statistics show the highest part-time rate of employment was achieved by the Transitional target group. The highest full-time employment was shared by the LDG/EH group as well as the D/HH. The highest unemployed statistics were achieved by the LDG/EH group. The highest number of students reported out of the labor market was shared by the TMR and LDG/EH target groups. The female statistics show the highest rate of part-time employment was achieved by the Teen Mother group. The highest full-time employment was achieved by the TMR group, the highest rate of unemployment was again achieved by the Teen Mother group and the highest percentage of those students out of the labor market was achieved by the Teen Mother group.

Teen Mothers

The Teen Mothers statistics show the bulk of the students are either unemployed or out of the labor market, 13% have achieved full-time employment, and 10% have achieved part-time employment. The total employment then for the Teen Mother group is 23%.

LDG/EH

Fifty percent of the males are engaged in employment and a total of 31% are either unemployed or out of the labor market. Apparently there are quite a few less females in the LDG/EH program than there were males. The statistics show that 13% of the females are either unemployed or out of the labor market and only 4.5% have achieved employment on the competitive labor market.

EMR

At least 36% of the EMR target group males are engaged in competitive employment. Nineteen and four-tenths percent of the males are unemployed or out of the labor market, 16.5% of the girls in this target group are engaged in competitive employment, and 28.1% are classified as being unemployed and out of the labor market.

TMR

A total of 37.2% of the males that were in the TMR program are recorded as being employed. The unemployment and out of the labor market percentages are at 18.7% for males. The TMR females have a high rate of employment (32.5%). The combined unemployment and out of the labor market statistics are at 11.6% for the females.

Visually Handicapped

Twenty percent of the males and 10% of the females are engaged in full-time or part-time employment. Fifty percent of the females are classified as unemployed or out of the labor market, while 20% of the males are classified as unemployed with none recorded out of the labor market.

Deaf and Hard of Hearing

The data collected indicates that no females have graduated from this program as yet. Of the two male students that have data recorded, one is employed full time and the other is unemployed.

Transitional

Forty-four and four-tenths percent of the males that were enrolled in the Transitional program record employment; and 22% are unemployed. Eleven and one-tenth percent of the females record employment. The unemployment rate for the females is equal to that of the males at 22.2%.

Employment Rates

California unemployment for the month of May increased to 10% contrary to an overall nationwide decline in joblessness. Not since last December was 10% of the work force unemployed (6/4/76 Napa Register). The Napa and Solano County unemployment rate is at 7.3% as of April, 1976. Nationwide unemployment dipped 0.2% in May to 7.3%, the eighth consecutive month without an increase. California's jobless rate average is 2.7% higher than the national averages.

A follow-up study on 1973 and 1974 high school graduates with an 85% data return indicate the following average percentages:

1.	Employment - Full Time	35.7%
	Part Time	1.7
2.	Military	4.8
3.	Unemployed	3.3
4.	Homemaker	7.7
5.	Attending College	37.5
6.	Vocational School	1.0
7.	Moved	3.0
8.	School - Part Time	2.0
		96.7%

The average statistics for all special education target groups indicate: (1) A higher full-time and combined part-time/full-time rate of employment; (2) The TM, VH and Transitional had lower employment averages than the high school graduates: (3) Three times as many high school graduates enter the military; (4) Four times as many special education students were married (average age of special education students is higher); (5) Out of the labor market statistics indicate a 7.7% for the 1973-74 high school graduates as compared to 18.1% special education students. Note that more than 38% of the 1973-74 graduates are enrolled in college or vocational schools.

The high school follow-up study does not differentiate those students in regular programs with those attending special education classes. Therefore, the statistic comparisons are not based on discrete categories, but will serve only to give the reader a general comparison of employment/unemployment statistics.

EMPLOYMENT AVERAGES BY SEX

MALE

	TM	LDG/EH	EMR	TMR	VH	D/HH	TRANS	AVERAGE
PART TIME	-0-	1.5%	1.0%	4.7%	10.0%	-0-	22.2%	5.6%
FULL TIME	-0-	50.0%	35.0%	32.5%	10.0%	50.0%	22.2%	28.6%
UNEMPLOYED	-0-	26.5%	16.5%	14.0%	20.0%	50.0%	22.2%	21.4%
OUT OF LABOR MARKET	-0-	4.5%	2.9%	4.7%	-0-	-0-	-0-	1.7%

FEMALE

	TM	LDG/EH	EMR	TMR	VH	D/HH	TRANS	AVERAGE
PART TIME	10.0%	-0-	2.0%	-0-	-0-	-0-	-0-	1.7%
FULL TIME	13.0%	4.5%	14.5%	32.5%	10.0%	-0-	11.1%	12.2%
UNEMPLOYED	44.0%	6.0%	10.7%	2.3%	20.0%	-0-	22.2%	15.0%
OUT OF LABOR MARKET	33.0%	7.0%	17.4%	9.3%	30.0%	-0-	-0-	13.8%

TOTAL %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B. Findings

1. The unemployment statistics of students at one time associated with special eudcation, far exceeds state and national averages:

Special Education Average: 34.0%
High: 44.4%
Low: 16.3%
State Average: 10.0%
National Average: 7.3%

More than one third of the students contacted felt school did not help in the area of preparation for the world of work.

2. At least 71% of the unemployed desired full-time work, and 28% recorded an interest in obtaining part-time work.

3. Although 85% of all the target groups are employed within the first twelve months after graduation, job retention appears to be a problem; please compare all of the 1.2 items with 1.4 items in the Comparative and Average Statistics Chart. As an example: Within the first twelve months of graduation or termination, the EMR had a placement of 88%. The current statistics show an unemployment rate of 27%, with 20% out of the labor market.

4. Employment achievement by special education females falls far below the male averages (see Conclusions, Section VI, A-3).

5. The unemployment rate of student/clients closed successfully by rehabilitation is at least 22%, which is more than the total number of students closed in any one year. At least one year of successful closures has been reversed to labor market retention failure within the last five years. The state agency destroys records after five years, eliminating the possibility of an extensive longitudinal survey of clients closed "26" beyond five years from date of closure.

6. There appears to be a need for early implementation of rehabilitation services for students in upvalley programs. A formal program needs analysis should be developed.

7. The general consensus among respondents from education, the community (agencies and employers), and parents is that the State Department of Rehabilitation provides a critical and indispensable vocational service for the students on a pre- and post-graduate (as long as needed) basis.

8. Student reactions to school subject areas indicated their top priorities are reading and trade training. Work experience and learning to write was the second priority listed out of twelve areas considered in the rankings. A strong vocational emphasis was made in the second and third quartiles (4th through 9th priorities). Arithmetic, job applications, money changing, work experience and telling time were the specific areas included in the above mentioned quartiles.

9. Student course priorities by target groups:
TMR: Initial emphasis on academics.

EH: Stressed vocational subjects.
D/HH: Emphasis on vocationally oriented courses.
VH: Initial emphasis on both academics and vocational courses.
TRANS: Strong academic orientation with mention of trade training in the first quartile.
TM: Initial emphasis was placed on academics (arithmetic and writing), with a vocational emphasis in the second and third quartile.
EMR: An extremely important emphasis was placed on reading.

10. None of the parents of students currently enrolled in special education programs participated in writing and/or approval of the individualized student curriculum objectives.

11. Forty-one percent of the parents are not satisfied with their child's (EMR) classes, or really do not know, and 59% report satisfaction.

12. Seventy-six percent of the parents of EMR students expressed a desire to be more involved with their student's program.

13. The parents expressed a desire to meet more and receive input from the teachers (emphasized in two quartiles), Rehabilitation, school counselors and Work Coordinator. Request for student information was their highest priority. They stressed communication as being most important.

14. Parent expressions and manifestations appear to contradict one another. Only 35% of the parents participated in the open school evening. This is certainly a discrepancy over their desire to participate (76%).

15. Parents listed the following specific areas for curriculum inclusion and emphasis:
  A. Grooming.
  B. Socializing.
  C. Employment preparation.
  D. Money management.
  E. Talking back.
  F. Rehabilitation counseling.
  G. Money management.
  H. Judgments, decision making.
  I. Work habits.
  J. Independent living.

16. Parents listed the following reasons for curriculum dissatisfaction:
  A. I would like more instruction on the three "R's."
  B. We don't approve of the free hour.
  C. He was taken out of remedial math, which had more potential than what he was put in.
  D. Feels left out.
  E. Needs more reading.
  F. Doesn't seem to be getting too much.

17. Seventy-one percent of the parents of EMR students conveyed to the research staff that their children are happy with their special education classes.

18. Parent satisfaction was communicated with the following remarks:
   A. Improving fast.
   B. Doing well.
   C. Doing excellent.
   D. Do not complain.
   E. Reached his capability, nothing left to offer.
   F. Happy with progress.

19. Employer report of acceptable (A) and unacceptable (U) behavior percentages:

		TM	LDG/EH	EMR	TMR	VH	TRANS	AVERAGE
I. Temperament	A	76.1	82.4	82.1	73.3	75.0	83.3	79.0
	U	17.4	16.9	16.4	27.7	16.7	16.7	17.0
	N/A	6.5	.7	1.5	-0-	8.3	-0-	3.0
II. Social and Personal Characteristics	A	80.0	84.7	78.9	72.4	73.3	86.7	78.0
	U	17.4	15.3	20.9	27.6	6.7	13.3	17.0
	N/A	2.6	-0-	.2	-0-	20.0	-0-	4.0
III. Work Attitude	A	79.6	84.1	80.6	66.4	73.3	90.0	79.0
	U	17.0	15.9	19.0	33.4	6.7	10.0	17.0
	N/A	3.4	-0-	.4	-0-	20.0	-0-	4.0
IV. Aptitude	A	72.2	77.6	74.1	51.4	60.0	85.0	70.0
	U	21.7	21.4	22.7	47.2	13.3	15.0	24.0
	N/A	6.1	1.0	3.2	-0-	26.7	-0-	6.0

Please review Section IV-A, and IV-B.

The table shows the employer responses by target groups to the four categories of behavior as being acceptable, unacceptable and not applicable. The last column reflects the category averages.

Above average in terms of unacceptable behavior:

Category I	TM; TMR
Category II	TM; EMR; TMR
Category III	EMR; TMR
Category IV	TMR

Below average in terms of acceptable behavior:

Category I	TM; TMR; VH
Category II	TMR; VH
Category III	TMR; VH
Category IV	TMR; VH

The employer information as presented above and in Section IV-B, can help the teacher in terms of modifying curriculum as needed. School psychologists may find the tables helpful in terms of indentifying behavior problem areas, in order to help teachers plan individual student goals.

20. A review of the pro-rated and indirect charges to the EMR program as reported by the District Director of Pupil Personnel of the 1973-74 school year, shows the following:

Pro-rated Charges

Account Code 211, Principal's salary, Vintage High - $629.00

Indirect Charges

Account Code 100, Central Administration, Vintage High - $351.00
Account Code 211, Principal, Vintage High - $199.00

The special education teachers expressed concern over what appears to be an inequitable charge for services. In light of the fact that curriculum software is needed, apparently the teachers felt that an "unfair share" of costs must be identified and resolved.

A secondary EMR teacher at Vintage, informed the research staff there are approximately thirty students in the EMR program. It was printed out if thirty students could generate $629.00 in the principal's salary, and if there are approximately 1,800 students, his salary should be over $36,000.00. Secondly, thirty students generated $550.00 in indirect charges for central administration and for the Vintage High principal. The contribution from special education monies also appeared to be quite unfair for indirect charges.

21. There is a need to obtain local labor market information and industrial trends, prior to the development of curriculum.

22. Parents' goals and objectives, and responsibilities do not appear to be equally emphasized as much as it is mandated for teacher groups to write individualized prescriptions for students. If accountability is to be stressed, then equal direction and instruction to the parents must be provided.

23. School and ancillary support staff should have service roles clearly identified for parents.

24. Agency staff feel that schools and Rehabilitation workshop personnel need to coordinate student services during the pre- and post-graduation basis.

25. There is no rehabilitation orientation given to special education students in the last part of the ninth grade.

26. A special education curriculum plan should be given to parents, in order to identify those areas being taught to their students.

27. There is no regularly programmed career education format scheduled for secondary special education students.

28. Pre-vocational and vocational evaluation services are not part of the secondary education curriculum.

29. The area of school finance was a concern of the teachers. A logical extension of the financial query relative to pro-rated and indirect budget charges, appeared to be the management of special education monies relative to school club funds.

The school principal explained that purchases are made with purchase orders, and cash transactions are handled through vouchers. All checks are cosigned by the principal and assistant principal of student services, as well as the club advisor; that individual checks should be given to students in contrast to making cash withdrawals from club funds. There appears to be no accountability of monies withdrawn i.e., no student receipts indicating names of students and amounts given are recorded and returned to the bursar.

30. There is no professional ongoing relationship between national, statewide and local rehabilitation agencies with those educators involved with special education curriculum and support services.

C. Recommendations

1. The extremely high unemployment rate perhaps indicates a concentration in the following areas:
    a. Review employer reports (IV-B) to determine problem areas for curriculum development and review.
    b. The state department should conduct a yearly follow-up on cases closed "26." Rehabilitation counselors should feel free to open cases previously closed but currently determined unsuccessful.
    c. Teachers could check the progress of graduated students on a semiannual basis and provide an information and referral service as needed. This could be accomplished during the daily "counseling" hour.
    d. Periodic public communication i.e., radio and television, could include information on available services provided by agencies.
2. Is there a shared responsibility between schools and rehabilitation agencies to determine whether or not support services should continue for students that have graduated or had cases closed, but are still unsuccessful in terms of independent living and job acquisition? The researchers feel the responsibility to respond to the needs of the student/client must be shared and the outreach mechanics should be worked out soon. (Please review Items 1-5 in the Findings.)
3. There are great discrepancies in numbers of female student/clients working as compared to males. Perhaps career education and vocationally oriented trade classes need to include more females. The researchers have not been able to account for this problem statistically. Perhaps one may hypothesize they are receiving less community agency benefits and services. This situation should be explored with curriculum modification and agency input as factors to be discussed; a determination made on improvement; and appropriate tasks and time lines suggested.
4. As stated earlier, a needs analysis of the upvalley school areas should be performed by county and rehabilitation personnel to determine if services through a school-rehabilitation agency cooperative program is needed.
5. The State Department of Rehabilitation would continue to provide an early implementation of vocational services to special education target groups.
6. The Department of Rehabilitation should consider methods which would

allow for program continuation throughout the summer months. This would provide for continuity of support services.

7. Rehabilitation counselor, **parent/student** contact should be improved. Perhaps a client status report, indicating the services provided, problems, progress and parent objectives, could be completed and disseminated on a quarterly basis.

8. Parents appear to be desirous of participating in the process of identification and/or approval of the individualized student curriculum objectives.

9. Parent satisfaction of their student's classes could be greatly improved by a regularly scheduled student information dissemination program provided by the teachers of the individual programs.

10. Problems associated with arrest records; lack of recreation, drug use (not all target groups), and independent living skill areas, perhaps suggests a greater amount of time needs to be devoted toward appropriate counseling and discussions in areas related to activities of daily living skills, leisure time planning, health education and social responsibilities.

11. Formation of an industrial-educational-community agency steering committee for special education may want to be considered for the purposes of creating a management system that will coordinate the resources of industry, the authority of the community with educators who have the responsibility to meet needs of students and requirements of the employers.

12. All finance charges to special education accounts as noted in a report from the Pupil Personnel Director, should be clarified and a determination can be made to evaluate whether or not the funds are dispersed in an equitable manner.

13. All personnel involved in curriculum development and modification must be aware of labor market trends and industrial needs. Coursework associated with trade training must be developed relative to the needs of the world of work. Curriculum flexibility must be provided in order to teach relevant skills for job entry into the labor market.

14. In addition to mandating special education teachers to provide for individualized curriculum with itemized goals and objectives, it is suggested that the following direction be considered;

    a. All parents should be required to attend periodic staffings for the purpose of communicating goals, directions, problems, and progress. Furthermore, parents objectives will be agreed upon and team monitored in order to provide a school/home continuity relative to management, vocational, recreational needs and requirements. Perhaps parent accountability is not talked about enough or as much as teacher accountability.

b. Current job descriptions should be recorded on all special education ancillary support service personnel. This would provide teachers with a knowledge of what to expect and how often the service is to be provided. Accountability of all personnel should be a goal of the Pupil Personnel Director; only then can ongoing program evaluation be provided.

15. It is suggested that a full range of base-line data be updated and provided on all students entering the secondary special education programs prior to teacher development of prescriptive curriculum services.

16. School psychologists must maintain consistent efforts in providing support services to secondary special education programs. Specific responsibilities of this professional group must be delineated in job descriptions. A sample job description has been provided in Part "B" of the Appendix.

17. Criteria for successful year-end student evaluations appear to rest upon the time it takes to reach agreement on student dispositions. Perhaps future meetings could concentrate on curriculum prescription development and accomplishments with an additional time line and student management responsibilities delineated.

18. It is suggested that a County Unified School District liaison position be established with rehabilitation agencies to help coordinate and plan concurrent services, and explore and improve outreach services and support. This could be an added responsibility to an employed staff member.

19. In addition to program continuation during the summer, the rehabilitation counselor and work coordinator should provide for program orientation at the junior high level, maximizing support service initiation at the time students reach the tenth grade. Service time lags could be shortened.

20. The Department of Rehabilitation should not exclude services to some special education students using a lack of finances for the rationale. Perhaps a host of no-cost and low cost vocational services should be considered e.g., counseling, video tapes of job interviews, parent orientation meetings and teacher-school counselor contacts, as opposed to delay any services. Early intervention is the focus of the school cooperative. Local program administrators need not assume the responsibility to redirect program emphasis at the expense of the students.

21. Parents should be provided with a well-designed brochure indicating special education goals, objectives, courses taught through special education, courses offered by mainstreaming, names of staff, roles, phone numbers, addresses, agency hours, services, and contact personnel.

22. Special education club fund policies recording transactions and methods of student dispersement of funds need to be reviewed. Accurate records indicating student worktime must be consistently recorded.

23. A sample career guidance proposal and article has been included in parts "C" and "D" of the Appendix. The purpose of this material inclusion is to provide a format for the special education development of a well-defined career instruction program. The phases, needs and services may vary according to district and student needs. A career times newsletter similar to Santa Ana Unified's copy could be developed.

24. There are rehabilitation service strategy needs which are universally accepted that are not being utilized by educators. These services are called pre-vocational and vocational evaluation services. Provisions have been made for appendix inclusion material for each of the following areas mentioned:

    a. Pre-vocational Training for the TMR Child: (Appendix "E") A flow chart and explanation highlights a well-developed program which provides pre-vocational evaluations, still development, and trade training.

    b. A paper on Work Evaluation (Appendix "F").

    c. An Introduction to Work Experience Samples as Applied to the Public School System (Appendix "G").

    d. Utilizing the D.O.T. in Work Evaluations and Work Adjustment (Appendix "H").

    e. A bibliography of vocationally oriented books, papers and service models (Appendix "I").

    f. Physical Demands Form (Appendix "J").

    g. Sample Vocational Education Model (Appendix "K").

    h. Definitions and Objectives (Appendix "L").

    i. Vocational Training and Education Report (Appendix "M").

    j. Factors of Career Selection (Appendix "N").

    k. Vocational Evaluation Questions and Answers (Appendix "O").

25. Independent living skills should be stressed. Community placement in halfway houses and apartments should be considered perhaps by a joint school/workshop management approach.

26. The Napa schools should consider for implementation, a career education service model for all special education students provided by Kern County. It is advised that the Pupil Personnel Director observe this project and implement the desired elements.

27. Administrators having program coordination responsibilities need to become more visable. Site visitation and curriculum consultations are areas that stand in need of improved direction.

28. A system of program evaluation and review should be conducted on a yearly basis by an audit team made up of administrators, teachers, agency personnel and parents.

29. Objectives for the vocational education of special education secondary students should be stated in performance terminology making program evaluations possible.

30. Assessment of vocational potential of all handicapped children should be completed by the time the student reaches the age of 15.

31. Data collection processes should be improved and student information should be well-documented on records.

32. All agencies providing ancillary services to all students should provide regular vocational reports for the school teachers, providing informational updates.

33. Pre-vocational evaluation profiles indicating interest, aptitude, dexterity and job sample testing must be considered as part of the baseline data provided to teachers prior to goals and objectives selection. Each student should be allowed to have a vocational evaluation during the tenth grade. Students having work personality problems should be allowed the services of work adjustment personnel.

34. It is most important that administrative personnel, line and staff, qualify the formality of existing relationships between teachers, school principals, ancillary staff personnel, and staff administrators.

35. The management structure requires clarification. All job descriptions need updating.

36. An ongoing longitudinal survey needs to be performed. Please review a 1975-1976 Sacramento County Office of Education Grant concerned with longitudinal data collection with the use of a computer. Lois Hodik is the contact person, employed with the county school system.

37. Measurable classroom results must be systematically developed for future evaluation.

38. An inter-relationship between school administrators and community workshop administrators should be developed. Communication barriers and personality problems must be overcome in order to investigate on a joint basis, the needs and services of students.

39. At this point in time, the research staff cannot conclude that the school-cooperative program personnel are achieving toward maximum potential in terms of rendering services. Each of the following areas need to be improved:

    EVALUATION:
        vocational-educational (evaluation of school achievement, work readiness and training or placement possibilities)
        psychological-social (evaluation of individual and family dynamics)

    TRAINING:
        personal adjustment and work readiness training
        situational counseling
        vocational training and tryout
        non-competitive work training - private work projects

PLACEMENT:

competitive jobs - job stations - on-the-job training
non-competitive placements

FOLLOW-UP

individual follow-up services
evaluative research and development functions

40. Retraining of the unemployed should be a major concern of both educators and rehabilitators. Follow-up studies on special education students must be performed on a regular basis. Perhaps an ongoing Information and Referral Services should be provided.

41. Ex-students need direction and motivation to do something about their current vocational situation. They need teachers and counselors that come to them which will enable them to do something immediately meaningful and rewarding. Practitioners need to get away from their desks and into the client environment.

42. Perhaps the school needs to extend their programs to include the family and home. The home can be a factor of negative conditioning, offsetting or contradicting what is learned in school. While the student is in school undergoing a change in positive direction, the family may consciously or unconsciously resist this change. Family assistance to positive attitudinal changes must be fostered in order to foster individual attainment and self-satisfaction.

43. The State Department of Rehabilitation should notify the students, parents and teachers with written notification of student case closures.

44. The following chart is an example of a recommended student services flow chart. It will enable all student advocates to visually inspect curriculum progress and input accomplishment:

Junior high school students in their last semester ("A") are evaluated by school psychologists (1.0), and given an orientation to the school-cooperative rehabilitation program by the State Rehabilitation Agency (2.0). Teachers (3.0) and parents (4.0), along with school psychologists (1.0) and rehab (2.0), have the responsibility to provide baseline data (5.0) to the school appraisal team (6.0) before special education programs ("B") are to be assigned. The S.A.T. (6.0) meets on a semester basis, or as needed, to evaluate and refine student curriculum goals and individual objectives. The teams consist of 1.0, 2.0, 3.0, 4.0, the work coordinator, and the assigned program administrator.

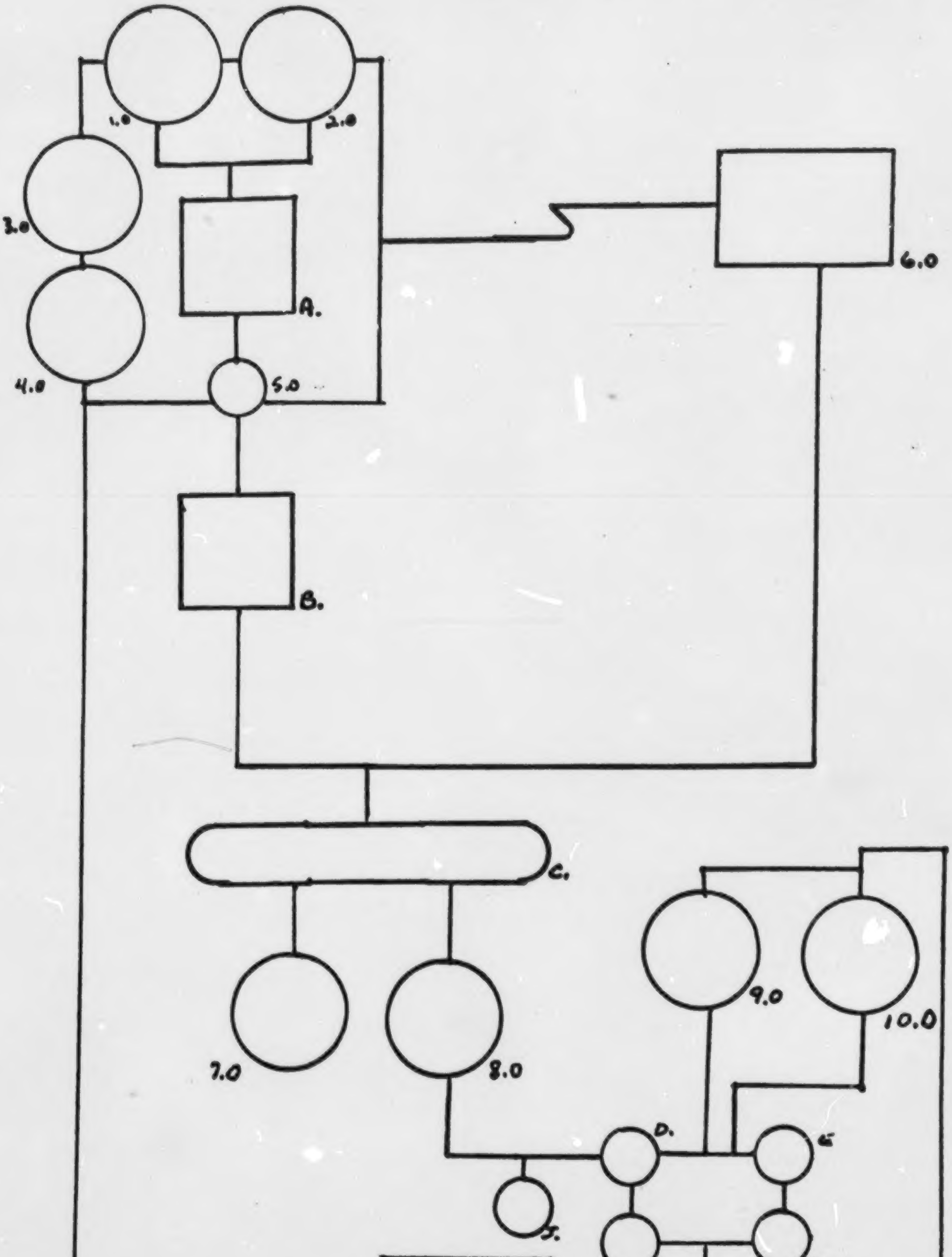
All baseline data (5.0) is forwarded to the teachers of the specific program ("C").

The flow chart depicts a secondary program having an academic (7.0) and vocational emphasis (8.0). The educators (10.0) and community agencies, and workshop (9.0) provide input to the students during evaluation ("D"), training ("E"), placement ("F"), follow-up ("G"), and activities of daily living ("J") phases.

Job specialization ("I") and job certification ("H") are the vocational goals of the program. Specialization should take place during the second semester of the eleventh grade and throughout the twelfth grade.

Graduation (11.0) with job placement and follow-up (12.0), must be the responsibilities of community agencies and the educators. Notification of case service closures by any community agency should be made to parents and schools prior to closure.

FLOW CHART: STUDENT SERVICES


1.0
2.0
3.0
A.
6.0
4.0
5.0
B.
C.
9.0
10.0
7.0
8.0
D.
E
J.
F.
G.
10th
11th
12th
H.
I.
11.0
12.0

45. It is most difficult to clearly and factually conclude that students experiencing special educational curriculums have lead more satisfying, useful and productive lives upon graduation. There was no central population of similarly handicapped secondary special education students that could be identified as never receiving special education curriculum or vocational services with which one could compare and contrast findings.

Pre-1969 statistics were reviewed in order to determine the findings of those students that did not receive the benefits of the Department of Rehabilitation. Unfortunately the pre-1969 group received very similar vocational services from teachers and were also considered potential candidates for services provided by the Rehabilitation Agency. They achieved equally and had more available statistics in several categories (please review statistics, Section VI - A-2).

The researchers tried to compare secondary student "drop-out" rates and contrast the findings with the graduation-termination information of the special education students. The welfare and attendance supervisor indicates there is no such withdrawal code for the "drop-out." District computer sheets do not display drop-out information on a monthly or cumulative basis. Individual secondary schools do not provide the welfare and attendance supervisor with "drop-out" information.

The following code system was given to the researcher by the welfare and attendance supervisor:

ENTER CODE

E1 = Students enrolling for the first time this school year in NVUSD
E2 = Students enrolling for first time in a California school this year
E3 = Enrolling as transfer in NVUSD
R = Enrolling as returnee this year
E8 = Enrolling as transfer from private or parochial school

LEFT or WITHDRAWAL CODE

L1 = Transfer to school in District
L2 = Transfer to district in County
L3 = Transfer to district outside County
L4 = Transfer to continuation high school
L5 = Transfer to adult classes
L6 = Transfer to CYA or county probation
LA = Moved, no request for transcript
LB = Exempt, parents' request
LC = Health, including psychological
LD = Married
LE = Pregnancy
LF = Work
LG = Military
LH = Over 18
LJ = Over 16
LK = Suspended (end of term)
LL = Expelled or excluded
LM = Other (grad, home, etc.)
LN = Unknown
LX = Administration
LZ = No Show

46. In order to determine program benefits, one must be able to identify areas that schools are responsible for, with predictable consequences as it relates to the accomplishment of outcomes, prescriptions, and individualized student goals and objectives.

There appears to be a need for special education programs to be operated in a more systematic and efficient manner.

The next few pages will be devoted to an accountability model. This perhaps is one of the most important concepts recommended in terms of responding to the needs of students here in the Napa Valley.

The research staff feels there are technically well-qualified special education teachers, administrators, counselors, and school psychologists available within the district/county-wide school systems. They appear to be striving to satisfy the numerous and sometimes conflicting expectations of students, parents, teachers and administration. Dr. Coffey (Section III-B) has indicated there needs to be a clear definition of roles and of the goals of the program of special education. There appears to be an absence of basic policies on the parameters of special education and pupil services in general, and a lack of central leadership and coordination of these services.

An over-burdened school superintendent is handicapped. The degree of direct contact between the superintendent and personnel who act in an extension of the superintendency is an uncommon and unfortunate feature of the school organization in many school systems.

For those who welcome professional consensus on fundamental questions, philosophical judgments on education as in other realms of human experience are the product of reason and not revelation. For example, no one group can hand to another a "right" philosophy or curriculum, and still maintain a claim to intelligence and integrity, any more than one can lay claim to an indisputable "right" philosophy to teaching, or government, or living in general. Philosophy is the science of reason and no one has more right to reason about the philosophical position of the Napa schools than those who must live with an implement the judgments made. Thus it is neither possible nor proper for this study to prescribe a special education philosophy or curriculum for Napa as though there was only one correct and reasonable conclusion. The same is true with respect to the organization of services. However, it is possible to draw the attention of the decision makers to certain considerations and options pertinent to the situation in Napa and relevant to a determination of purposes, goals and directions for the future.

There appears to be a lack of accountability on behalf of all personnel associated with special education in the Napa Valley. Parents are becoming more and more interested in the progress of their students and what considerations are being made to contribute to the education of their students. The following questions are asked:

a. Are competent personnel being employed?

b. How have they demonstrated proficiency at their jobs?

c. How relevant is the instruction and is it related to legitimate community vocational needs?

d. Are these procedures employed to delete, add or revise segments in the curriculum?

e. Do the programs develop identifiable skills in students that are measurable?

Understanding accountability in an educational setting, demands an awareness of who is responsible to whom.

Students need to be responsible for performing according to their ability. They are accountable to the:

Teachers, who need to be responsible for proper instructional methods and achievement. They are responsible for products or outcomes to the:

Administrators, who administer the program within the established framework as outlined by district ploicies, need to be accountable to:

Program accountability should exist between school boards and administrators, and,

Goal accountability is a responsibility of school boards to the public.

Community support of schools and of board actions falls within the public domain.

Interpersonal and outcome accountability as well as program accountability, should be improved.

A systems approach (P.P.B.E.S.) includes six elements:

a. Goals (needs assessment)

b. Objectives (criteria for evaluation)

c. Program (selection of alternates)

d. Evaluation (effectiveness and efficiency)

e. Operation (implementation)

f. Budget (allocation of resources)

The special education program has no difficulty identifying existing goals. However, between the intent (goals of special education) and the predictable consequences (for final outcomes - look at statistics) there may be discrepancies.

The second element of the P.P.B.E.S. cycle, which are objectives, relate to desired student accomplishments; are they measurable; how are they measured; are time lines established for achievement. This area definitely needs looking into.

A program (point 3) is a group of interrelated activities directed toward accomplishing objectives. Alternative identification must be included in curriculum development in order to answer questions on effectiveness and efficiency, as well as meet the needs of the students.

Budget problems as it relates costs to goals and objectives must be resolved. Teacher concern over allegedly unequitable dispersement of special education funds for salaries of principals and counselors appears to be an unresolved issue.

Operation of programs and management of resources appears to need resolution. Teacher tardiness, curriculum improvement, well-planned lessons, lack of administrative direction and lack of line-staff administrative role definition are a few of the areas Napa must respond to.

Program evaluation (sixth step) or appraisal appears to be lacking. Questions need to be asked relative to whether or not specific program activities were or are effective in performing their intended functions.

Although the researchers conducted a program needs analysis with parents of students (EMR), it is most important that all encompassing needs analysis be accomplished of the total secondary special education program. Discrepancies (needs) are identified as the difference between the desired status and present status.

The committee assigned to the needs analysis must carefully review the statistics and opinions of the students, teachers, administrators, parents and agency personnel as indicated in the grant. Statements of competencies, goals, and objectives must be collected and prioritized utilizing discrepant values between proficiency levels and skill importance levels. The following system would work for curriculum development and competency based staff development:

Competency	Proficiency Level	Importance of Skill
	0 1 2 3 4	0 1 2 3 4
	Very Low ... Very High	Not Important ... Extremely Important
To be able to administer dexterity tests	☐ ☒ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☒

3 = Discrepant value

Competencies are identified by committee. The committees will validate and revise as needed. The higher the discrepant value the higher the priority.

Specific behavioral objectives should be developed to eliminate the discrepancy as established by priority development.

This then becomes the basis for a curriculum revision or staff development plan.

In reviewing key areas prior to conducting a needs analysis; improving student curriculum; and planning competency based staff development, one must determine:

PLANNING

a. How can student curriculum and staff development needs be assessed?

b. How do we prioritize the needs?

c. How can administrators, teachers, parents, students, etc., develop adequate levels of commitment?

d. How can development plans be articulated and communicated accurately?

MANAGING

e. How can responsibilities be shared?

f. How can results be verified?

g. How can parties become involved, consistent with levels of commitment?

EVALUATION

h. What are the specific and overall results?

i. What do the results relate to?

j. How will the results affect subsequent planning and process review, and be interpreted?

Special education accountability is as basic as reading and writing. It is a societal concept that has achieved permanency. The act of being accountable necessitates a close harmony between community goals and the goals of education. Effective documentation of planning, managing, and evaluation is necessary in order to determine benefits of any system. Curriculums must become relevant for students; competency based staff development programs must be organized; and carefully developed needs analysis must be performed.

The above mentioned thoughts have provided alternatives for improvement. The Napa schools must now provide answers to four major areas:

a. Why and how is student and staff development accountability needed (Administrative Planning)?

b. Who will implement programs, and suggestions, and how will it be accomplished (Program Management)?

c. What is and should be happening for the student (Student Effect)?

d. Where are our efforts leading to and where should we be going (Implications for Review)?

47. The author of the grant indicated the data collected will provide information which would substantiate or disprove the hypothesis that those who were in the special education programs at the secondary level:

a. Benefited to a measurable degree in terms of years of participation.

b. Benefited to the extent that they could be self-supporting or economically useful.

c. Benefited from participation in the vocational rehabilitation program to a greater degree than those who were not enrolled.

d. Were helped to adjust their vocational or sheltered activity placement.

And, the data should:

e. Highlight the weaknesses of each special education program.

f. Provide information to develop short and long term goals and objectives to improve the program.

As stated earlier, it is most difficult to determine measurable benefits when measurable curriculum objectives do not exist nor are performance objectives required of teachers, administrators, parents and ancillary support staff.

There appears to be vitiated desires expressed by the administration and teachers to improve curriculum. However, one cannot avoid concluding there may be apparent discrepancies between expressions of improvement with manifested evidence.

The special education programs must change and this requires sound judgment, leadership and decision-making skills on behalf of a well-unified, competent, and efficient administrative staff. There is no intention made here to exclude parents, teachers, counselors, and school psychologists from the management and curriculum appraisal-development team responsibilities.

The information provided by the research grant included the following:

a. Individual target group statistic reviews.

b. Target group program critiques.

c. Teacher/administrator/agency comments and critique.

d. Career education and placement data by target group.

e. School cooperative program comments.

f. Student priorities.

g. Parent input and priorities.

h. Employer input and priorities.

i. Grant design and forms.

j. Appendix: forms, charts, research readings, vocational evaluation information.

k. Findings, recommendations for developing models of change, evaluation and review.

l. Outcomes.

The evidence of benefits and deficiencies (academic, vocational, personal-social), a substantial section on needs analysis, and competency-based curriculum and staff development plans.

The first consideration that my school district must deal with, relative to making change, is that of securing upper level support.

The superintendents of both county and district schools should become thoroughly familiar with the data provided by the grant. Developing a management plan perhaps should be the responsibility of the Pupil Personnel Director with outcome accountability and responsibility to the superintendent. The superintendent must become familiar with each step of the management plan in order to obtain adequate information that would result in the initial endorsement, envelopment, commitment, and continuous reinforcement.

Administrators must be aware of constraints to change e.g.:

a. Lack of staff time

b. Inadequate funds

c. Trade trainalism

d. Inadequate space

e. Lack of communication

f. Staff disagreement

g. Lack of training

h. Lack of administrative support

i. Lack of equipment

j. Competition with the programs

k. Disinterested staff

l. Apathetic parents

And factors promoting change:

a. Student interest and desire

b. Parent interest and desire

c. Employer interest

d. Legislative support

e. Teacher interest

f. Administrative concern

g. Implementation of successful concepts

h. Research programs stimulating implementation of program improvements

An administrative steering committee should include teachers, agency personnel, parents, psychologists, counselors and administrators. The committee should identify and agree on needs and competencies required as outlined in the grant.

The committee members should reach a consensus after reading the grant, by recategorizing, reshuffling, and prioritizing the findings and recommendations in order to determine workable patterns that have direction, goals and acceptable philosophy.

Problems related to measurable administrative, curriculum staff objections, parent and employer input, poor employment, lack of agency-school follow-up and social-recreation needs, demand a high priority.

The recommendations made here are positive and reflect concern as well as support for improved special education practices in the Napa Valley. The suggestions to the district and county are of such magnitude that they should have a definite possibility of being implemented, utilizing a management time line schedule.

Napa has the resources, skills and data to produce special education curriculum that have measurable components and provisions for harmonizing the needs of the community, the resources of industry, and the needs of the students.

Is there a need for change? Is there a desire to improve? We think so.

Who will initiate the change process? Perhaps the school superintendents and pupil personnel administrators.

Who will make the commitment to support efforts directed toward improvement? Teachers, parents, students, employers, administrators, superintendents, boards of education, community agencies, school psychologists, and you.

VII. APPENDIX

A. Charts - First Line Priorities and Choice Selection by Target Groups

1. Teen Mothers

1	2	3	4	5	6	7	8	9	10	11	12
A	H	J	L	K	D	B,G	C,E F,I				
K	L	H	J	D	A	G,I	C,E F	B			
A	H	G	L	K	F	E	D,I J	B,C			
H	J,L	E,F	D,K	G	A,C	I	B				
A,F L	H,J	G,K	D,E	I	B,C						
L	G	D	I	A,J	C,E K	F	H	B			
D	F	C,G J	E	K	A,L	I	B,H				
D	F	C,I	A,E G,J	H	B,K	L					
C	G	D,E F	K	I,J	B,H	A,L					
E,I	B	G	C,L	D,F	K	J	H	A			
C	B	E,I	F	A	D,G J	L	H,J				
B	I	E	F	C,D	A,G J	H,K L					

PRIORITIES

CHOICES

2. LDG/EH

	1	2	3	4	5	6	7	8	9	10	11	12
1	H,J	A	L	G,B	C,D	E,I F,K						
2	L	A,K	D	H	G	I	J	E	C	B	F	
3	A	K	C	G	D,H	J,L	F	B	I	E		
4	J	D	A,L	K	F,G H	I	B	C	E			
5	L	J	F,G K	H	A	D,E	C	B	I			
6	D	E,F	G,L	K	J	H	A	C	I	B		
7	F	G	K	A,H L	E	C	D,I J	B				
8	F	E	G	C	D,K	A	H,I L	B,J				
9	E	I	C,G	F	K	D,A L	B,H	J				
10	C,I	C,I	B,E	D	G,H	F	J	K,L	A			
11	B	C	I	E	F,J	D,K	A,G H,L					
12	B	C	E	F	K	I	A,D,G H,J,L					

PRIORITIES

CHOICES

3. EMR

	1	2	3	4	5	6	7	8	9	10	11	12
1	H	A	L	D,G J	K	C,F I	B	E				
2	H	K	J,L	G	A	D	F	E	I,C	B		
3	H	K	B	A	L	J	G	E	F,I	C	B	
4	D	A	J,K L	H	F	I	E,G	B				
5	F	A,G	D,L	I,K	J	E	H	C	B			
6	F	G,J L	E,H	K	A,I	D	C	B				
7	F,J	E,G	I	C,L	H,J	A,B D						
8	K	L	E	A,D	G	F	J	C,I	B	H		
9	E	G	C	I,J	F	D	K	B,L	A,H			
10	I	E	F	B,C G,J	A,C	H,L	K					
11	C	B	I	E	K	D	A,F	G	H,J K			
12	B	C	I	E	A,G		D,F J	H	K,L			

PRIORITIES

CHOICES

4. TMR

PRIORITIES	1	2	3	4	5	6	7	8	9	10	11	12
1	H	A,J,L	F,I	C,G	B,D,E	K						
2	K	F	J,L	A,C	B,G	D,H	E,I					
3	F	H	I,C	D,E,L	A,J,K	B,G						
4	A	C,H,I	F	B,D,E,J,K,L	G							
5	K	G	A	C,D,F,J	E,I	H,L	B					
6	E	A	D,F,H,I	G	B,L	C,J,K						
7	B	J,K	C,E,F,I	D,G,H	A,L							
8	D	H	A,C	B,E,G,L	J,K	I	F					
9	I	E	B,K,L	F,G,J	C,D	A,H						
10	L	E	G,J	A,B,C	D,F,I,K	H						
11	J	D	I	B,G,L	E	C,K	H	A,F				
12	C,G	B	D,E	I	H,K,L	A,J	F					

CHOICES

5. VH

	1	2	3	4	5	6	7	8	9	10	11	12
1	H,L	A,D,J	B,C,E,F G,I,K									
2	A,F,L	E,J,K	B,C,D G,H,I									
3	A,J	E,G,K	B,C,D,F L,H,I									
4	D,F	A	H	B,C,E,G I,K,L,J								
5	G	F	E,I,J,K	A,B,C D,H,L								
6	D	A,B,C,G H,I,K	E,F,J,L									
7	C	H,L	E	A,B,D,F G,I,J,K								
8	G	B,E,H I,K,L	A,C,D F,J									
9	D,J	C,E,F	A,B,G H,L									
10	C,K	B,E,F G,I	A,D,H J,L									
11	I	C,D,E H,J,K	A,B,F G,L									
12	B	E,I,L	A,C,D,F G,H,J,K									

PRIORITIES

CHOICES

6. D/HH

	1	2
1	D,J	A B C - E F G H I - K L
2	G,L	A B C D E F - H I J K -
3	C,L	A B - D E F G H I J K -
4	A,H	- B C D E F G - I J K L
5	K	A B C D E F G H I J - L
6	A,F	- B C D E - G H I J K L
7	H,I	A B C D E F G - - J K L
8	F,J	A B C D E - G H I - K L
9	E,I	A B C D - F G H - J K L
10	B,F	A - C D E - G H I J K L
11	B,G	A - C D E F - H I J K L
12	C,D	A B - - E F G H I J K L
	23	

PRIORITIES

CHOICES

7. Transitional

1	2	3	4	5	6	7	8	9	10	11	12
H,J	A,D	B,C,E,F G,I,K,L									
K	A,D,E F,G,L	B,C,H I,J									
H	C	A,D,J	B,E,F,G I,K,L								
L	D,E,F I,K	A,B,C G,H,K									
D	A,E,F J,K,L	B,C,G H,I									
A,G	D,F,H,L	B,C,E I,J,K									
G,I,K	E,L	A,B,C,D F,H,J									
F	A	C,E,K	B,D,G,H I,J,L								
B	E	D,G,L	A,C,F,H I,J,K								
B,C,J	H,I	A,D,E,F G,K,L									
A,B	E,F,H,K	C,D,G I,J,L									
H,I,J	A,B,F	C,D,E G,K,L									

PRIORITIES

CHOICES

B. A Philosophy of Pupil Personnel Services and Job Description for a Director of PPS

The educational program consists of three aspects: instruction, administrative services, and pupil personnel services. Instruction is the focal point of the educational program and the teacher, whose primary purpose is to instruct, holds the key position in the school. Administrative services are provided for the purpose of facilitating the instructional program and supporting the teacher in his instructional role. Similarly pupil personnel services are facilitative and are disigned to help each pupil obtain the maximum benefit from the instructional program.

In an effort to assist pupils to profit more fully from the learning situation, the Department of Pupil Personnel Services must be fundamentally involved in the youngster's total well-being and development. Movement toward this goal is expressed by sound professional procedures which are based upon a genuine humanism which respects the dignity and worth of the individual. This humanistic attitude is essentially characterized by understanding, acceptance, and empathy, together with an appreciation of the school environment in which the pupil functions.

An effective Pupil Personnel Services Program utilizes the joint skills and resources of team members in order to qualitatively meet the needs of youngsters. Involvement with the younster's parents, teachers, peers, and community may become necessary in our efforts to render a qualitative service which has significance to pupils.

We believe that our pupil-centered attitudinal approach will assist youngsters to mature and become freely functioning individuals who can derive maximum benefit from the school's educational offering.

The Pupil Personnel Administrator

The pupil personnel administrator is responsible to the chief school administrator for the development, direction, coordination and evaluation of all activities which are included in the program. He has responsibility for the general supervision and evaluation of the pupil personnel staff. He makes recommendations to the superintendent concerning desirable policies, the further development of pupil personnel experiences for other aspects of the school program. He is a member of the major policy making group in the school administrations.

General Administration

As the administrator of one of the major elements in the educational program, the pupil personnel administrator has many responsibilities which are similar in nature to those of other systemwide administrators.

Policy Making

As a member of the administrative cabinet he shares with other key administrative personnel the responsibility for planning with the superintendent and the board of education for the coordinated development of a total program of education. He must strive for the progress of his particular area of responsibility within a framework of a balanced approach to education in a complex structure with complex goals. He must be able to see beyond the limits of his own particular field, and concurrently bring to this larger field the particular focus that he has as a pupil personnel administrator.

Professional Staff Administration

This term is used here to refer to staff selection, staff development, staff supervisory counseling, and staff evaluation, each of which has elements which require some special emphases in professional preparation.

(1) Professional Staff Development Preparation for responsibilities in supervision and professional growth should enable the pupil personnel administrator to be a leader with emphasis on motivation of his staff rather than a director with emphasis upon authority. . . . Equally important for the administrator as a goal in professional staff development is the creation and maintenance of an environment in the school and in personal relations which enables staff members to function effectively and encourages them to strive continually for a high level of performance. . . .

(2) Staff Selection The task is one of selecting people whose major roles will include working extensively with other persons who are significant adults in the lives of pupils. Thus there is more involved than evaluating a potential staff member in terms of his technical skills in working with pupils.

There is also the problem of balance. Persons educated in the same pupil personnel discipline may have quite different levels of competence in particular job functions, and often the task goes beyond selecting a couselor or a social worker or a psychologist. It is one of selecting an individual whose particular skills are needed as part of the pupil personnel team.

Program Administration

This term is used here to include program planning, program implementation, program evaluation. Professional study should include emphasis on these topics as they apply specifically to pupil personnel services.

(1) Program Planning Among the special skills required in program planning are the ability:

a) to study the pupil personnel services requirements to the school system in terms of the needs of pupils and of staff for the various types of pupil personnel services.

b) to establish priorities for program expansion.

c) to identify desirable new emphasis in the work of the pupil personnel staff members.

d) to work cooperatively with others in planning program direction and procedures.

Duties

(1) Establishes and maintains intra-departmental communication.

(2) Articulates the guidance program among the secondary schools, between elementary and secondary schools, and between secondary schools and institutions of higher learning.

(3) Maintains liaison with the administrative and instructional staff relative to good guidance practices and the relationship of guidance to other aspects of the total school program.

(4) Maintains liaison with the State Department of Education, colleges, businesses, and community representatives in relationship to improved guidance practices.

(5) Prepares grant-claim forms and other reports to the State Department of Education and the State Board of Education for special education programs and maintains liaison with State Department consultants in these areas.

(6) Works closely with the special education parent organization and with community and service organizations working in the interest of handicapped children.

(7) Plan, administer, and evaluate programs for the aphasic, deaf-blind, deaf and hard of hearing, educationally handicapped, educable mentally retarded, multiply-handicapped, orthopedically-handicapped, trainable mentally retarded and the visually handicapped. Prepare and submit appropriate plans and requests to the State Department of Education. Cooperate with Business Services in the application for reimbursement for special programs. Work closely with all staff in making special services an integral part of the total school program. Work closely with appropriate staff in determining the use of current facilities and planning for future expansion.

(8) **Provide** leadership in the development of curriculum in areas of special education.

(9) Coordinate and supervise the selection of special education teachers.

(10) Develop better community understanding and acceptance of special programs. Assists in interpreting services for children and programs of instruction to the local community by meeting with lay groups and participating in educationally-oriented community planning programs.

(11) Provide in-service training opportunities for special education teachers.

(12) Contributes, with the School Medical Advisor, to the professional growth of nursing and dental personnel.

(13) Maintains membership and active participation in civic and professional associations and committees.

(14) Serves, upon request, on the boards, study committees, and staff improvement programs of agencies and clinics within the community.

(15) Works cooperatively to assure that the instructional program and the individual needs of all pupils are integrated.

(16) Performs such additional duties as may be delegated to him by the Superintendent.

(17) Maintains a referral system for the appraisal and follow-up of students who need special study and consideration.

(18) Maintains liaison between the department and community agencies and clinics serving children.

(19) He shall be responsible for interpreting the functions of pupil personnel specialists to administrators, teachers, parents, and the public at large. As a member of the Superintendent's staff, he shall advise the Superintendent on all matters pertaining to problems and questions related to pupil personnel needs and services.

(20) He shall assure that the pupil personnel staff functions as an integral part of the educational effort, maintaining effective communication with teachers and administrators and a program of services which meets their needs as well as the needs of the pupils.

(21) The Director of Pupil Personnel Services shall be responsible for initiating and coordinating in-service training activities related to his area. These may be in the form of informal lecture and discussion groups supplementary to or as a part of the already existing in-service training programs.

(22) The drector of Pupil Personnel Services shall be responsible for the placement of students with special needs in the most appropriate educational situations.

(23) The Director of Pupil Personnel Services shall submit an annual report and such other reports as may be deemed necessary or are requested by the Superintendent of Schools.

(24) In all cases, these functions and their application are subject to approval and change by the Superintendent of Schools.

Legal Aspects of Pupil Personnel Services

In order to deal effectively with many kinds of situations within his responsibility, the pupil personnel administrator requires knowledge of laws affecting children and education. This knowledge should include understanding of the interpretation of such laws and their underlying basic concepts. Relevant legislation includes child protection laws, laws governing the education of exceptional children, laws regarding confidential information, libel and slander, and laws concerning health and social services to individuals and families. Preparation in this area through professional course workshops or experience should be part of the background of each pupil personnel administrator.

Reasearch: Techniques, Interpretation, Implementation.

The pupil personnel administrator will be looked to as a consultant as well as a stimulator of research in education. Therefore, it is important that his background in research be more extensive than that required of the general administrator.

He needs an appreciation of the importance of research and an ability to identify and stimulate research which can contribute to the evaluation or improvement of pupil personnel, curriculum and other aspects of education. He will be called upon also to supervise the gathering of many kinds of data concerning pupil and to help interpret the implications of these data.

He may not need to qualify as a research specialist but he should have a knowledge of research techniques sufficient to enable him to coordinate research in local school districts, to assist in the planning of research, to analyze research and evaluate its relevance to specific operations within the school.

Leadership Qualities of the Individual

There is an element in preparation, or at least in qualification, for administration work which does not fit neatly under professional study or professional experience. Yet, hopefully both professional study and professional experience contribute to its development. This element is the ability to work effectively with people, to have insight into the true nature of problems, to understand both ones own preceptions and the perceptions of others, to adapt to change and to initiate change, to 'worship' neither change nor the status quo. It is only when these qualities characterize the work of the pupil personnel administrator, that professional study and experience have made a satisfactory contribution to the personal development of the pupil personnel administrator.

Experience: Pupil Personnel Work

Experience in public school work as a member of the school staff is an essential part of the professional background of the pupil personnel administrator. It is highly desirable that this experience shall have included work in one of the pupil personnel services . . . .

Experience: Teaching

Although it is probably helpful for his experience to have included classroom teaching, a more important element is that his public school experience should have provided him with a meaningful understanding of the teachers' goals, activities and problems as well as an understanding of pupils, both as individuals and as members of a class.

Experience: Community Agency

Another type of experience which may be helpful, though not regarded as essential, is experience in a community agency or other child service organization. The pupil personnel administrator will have numerous occasions to understand the role and problems of such agencies and to work cooperatively with them. To have experienced professional growth in such a setting should be a desirable plus on the record of a pupil personnel administrator.

Measures of Accountability

A. The success with which students in need of specialized help are identified, diagnosed, and treated.

B. The success with which students are properly placed in special classes and programs and are assisted in overcoming specific handicaps.

C. The degree to which the professional staff become involved in professional growth and self-improvement programs.

D. The success with which the guidance program relates to and serves the needs of the students.

E. The success with which improvment in guidance services occurs through continuing supervisory and evaluative programs.

F. The success with which the guidance program is articulated between and among the various schools, as well as the secondary schools and institutions of higher learning.

G. The success with which close liaison is maintained between the Pupil Services Department and the Instructional and Administrative Divisions.

H. The success with which specialized community agencies contribute supportive assistance to the schools.

I. The degree to which the community is kept informed about significant developments and programs in the special education area.

J. The degree to which the Department communicates with local, state and federal agencies as well as other special sources of funding for special education programs.

C. Career Education and Guidance Proposal

Career education should consist of a sequentially developed, integrated program encompassing all grade levels and treating areas in occupational awareness, occupational orientation and exploration, occupational study and preparedness. Selecting a career should be based on a process or series of decisions, not one irrevocable decision, made when necessity dictates. Since this is a broad based program presumming curriculum restructuring in elementary and secondary grades involving classroom teachers as well as specialists in career education, and since a well coordinated, developmental program will take time, study and financial support, I am proposing some initial plans for immediate implementation at the high school level with the cooperation of the guidance department, administration and faculty until a formal multilevel program can be realized.

Career education not only provides vocational information and skill development but also helps students to develop attitudes about the personal, psychological, social, and economic significance of work. Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities with potential careers. Towards these goals, I propose a two phase program at the high school level.

PHASE I (grade 11 and 12 students as of Januray, 1973)

1. Administration of Kuder Occupational Interest Inventory to all grade 11 students.
2. Task oriented group counseling as initial step in career exploration.
3. Individual counseling to consider students' interest, academic achievement, aptitude, motivation and financial resources.
4. Resource work with occupational and vocational material provided for students in a career library.
5. Provide guidance and counseling to insure placement of all sutdents in either (a) a job, (b) post-secondary (occupational education program, or (c) a 2 or 4-year college program).
6. Maintain current information on local job opportunities and establish contact with local employment agencies.

PHASE II (grades 9-12 students as of September 1973)

1. Increase student motivation by relating studies to the world of work.
2. Provide work-study opportunities for those students who would advance their career plans by this cocurricular procedure.

3. Provide a placement service for summer and part-time jobs with the cooperation of the administrative assistant.

4. Coordinate extra-curricular activites in terms of skill development and career exposure. i.e., journalism, art, library work, etc.

5. Provide a clearinghouse for career information and for local employment contacts (survey job opportunities).

6. Counsel and advise students regarding initial investigation of occupational clusters as well as specific education requisites and/or entry level training.

7. Provide instruction relating to preparation of resumes, interview procedures, etc., with the cooperation of the business department.

NEEDS

Phase I

1. Expansion of present "guidance library" facilities utilizing corridor space and removing glass partition between main office area and corridor wall.

2. Incorporating corridor storerooms within guidance area for additional space for periodicals.

3. Expansion of career education library by:

    a. Ordering current career information kits, journals, periodicals and services.

    b. Adding bulletin boards along corridor wall for career display purposes.

4. Retaining part-time secretary to assist in setting up career information library, ordering literature, and assisting students and counselors in the use of the facilities.

Phase II

1. Employment of a paraprofessional to administer the career libary and act as a resource person to both students and counselors for reference materials.

2. Additional equipment conducive to use of facilities as reading reference room - i.e., chair, small tables, display racks, etc.

3. Preparation of publications containing career information for student use - i.e., summer job or study or travel opportunities, etc.
4. Card catalog files for permanent collection of career and college publications.
5. Expansion of occupational testing capabilites by adding specific aptitude and interest tests to be administered on request - i.e., Minnesota Clerical Test, Meier Art Judgment Test.

D. Excerpts on "Career Guidance"

Excerpts from: Ginzburg, Eli,"Career Guidance", Manpower, February, 1972, Dept. of Labor, Washington, D.C.

"The Conservation of Human Resources Project has made a number of proposals based upon its study directed at helping the profession realize its full potential for service...

The profession should take the following steps:

1. Abandon psychotherapeutic focus and concentrate, as in the beginning, on educational and career guidance.

2. Firmly link couseling services to other kinds of client support. Unless the counselor can deliver concrete help to students with inferior educational preparation, for example, he might as well forego counseling. Students who need remedial education, help in entering a training program, and help in getting a job are likely to look upon general advice as worthless. . .

3. Expand guidance resources for both young and mature adults, who are at a critical period in their lives, and retard the slow but steady trend toward bringing guidance services into the elementary school. Properly trained guidance counselors primarily concerned with career development have little to contribute to young children. Moreover, school psychologists and other pupil personnel specialists are increasingly available and they are better able than guidance counselors to deal with the needs of elementary pupils.

To improve guidance, the public should take these steps:

1. Recognize that guidance can make a contribution to improved career decision making and work adjustment for many persons, but that it cannot compensate for basic inadequacies which often exist in our educational or other preparatory and employing institutions.

2. Take the initiative - as businessmen, union members, and the like - in forming relationships with schools which will provide youth with broadened opportunities for work exposure and experience and the school system with advisory services.

3. Become involved, through such organizations as parent-teachers' associations, in the direction, scope, and emphasis of school guidance services. . .

Better occupational information for example, is needed to help counselors provide guidance which is realistic and work oriented.

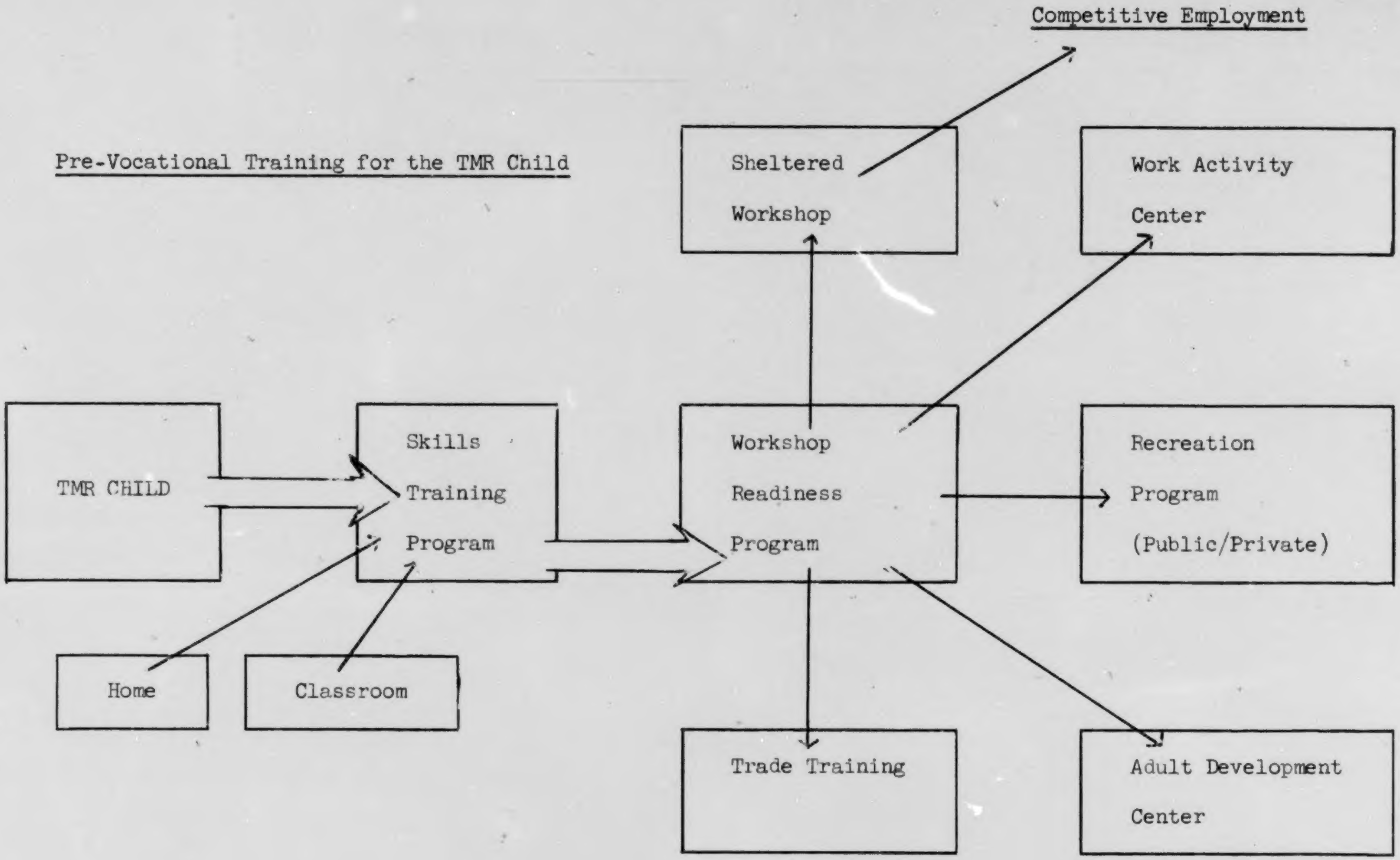
Another body of information which should be gathered and kept up to date covers all financial aid available for study or training and the conditions governing its allocation. This information is particularly importantfor young people outside the main academic stream. . .

The Conservation of Human Resources Project also recommended the employment service, working in closer liaison with the schools, provide improved transitional services for terminal high school students. . .

More than ever before, our society needs strong career guidance services. We are concerned that there be equal opportunity in employment and open pathways to employment, and we are no longer willing to leave such matters only to the vagaries of birth and chance. At the same time, there are changing requirements in industrial jobs, altered market conditions for professional manpower, the development of paraprofessional occupations, and many other labor market trends which make occupational selection more difficult than ever. Clearly, we greatly need quality career guidance.

We are now at a crossroads with much experience behind us and a good view of the alternatives ahead. With the cooperative efforts of the profession, a concerned public, and government agencies, we can use what we have learned to strengthen career guidance so that it can provide more and better services to a public that needs and wants them."

E. Pre-vocational Training for the TMR Child: A Flow Chart and Commentary


Pre-Vocational Training for the TMR Child
Competitive Employment
Sheltered Workshop
Work Activity Center
TMR CHILD
Skills Training Program
Workshop Readiness Program
Recreation Program (Public/Private)
Home
Classroom
Trade Training
Adult Development Center

SKILLS TRAINING PROGRAM

This is a program established to integrate pre-vocational training into the intermediate level curriculum. TMR students are automatically evaluated at age nine (9) for an assessment of skills needed in a workshop setting. Students stay in this program until age 15. Specific information is gathered by a vocational evaluator, usually an occupational therapist, from the classroom teacher and the parent or gaurdian of the child. A survey is sent home for information on self-help abilities and to the teacher for information on academic levels.

Evaluation

An evaluation of the child is given using (1) objective tests, (2) work samples, and (3) behavior pattern samples. Objective tests are administered during the evaluation period in the areas of (a) motor skills, (b) perceptual skills, (c) cognitive skills, (d) visual memory, (e) command response, (f) ability to learn, (g) spatial concepts. Work samples are taken through observation of the child by the vocational evaluator and the classroom teacher. Skills being considered during the observation include: written and oral communication, level of production consistency, and quality of work completed. Behavior patterns displayed by the child are discussed with the teacher, parents and vocational evaluator all present. These skills include: degree of supervision needed, conformity to requests made, interest in learning, independence, attention span, social compatibility, ability to correct errors, appearance, degree of improvement with experience, acceptance to change in routine, and ability to accept criticism. After all areas have been considered, the child's strengths and weaknesses are determined. At this time the vocational evaluator meets with the teacher and parents of the child to make recommendations. Specific recommendations are made to both the teacher and parent so that a coordinated approach is accomplished.

Training

The environment of the program is controlled so that a working atmosphere can be maintained. Thirty-five job tasks are taught in the skills workshop. The program uses simulated jobs actually used at the sheltered workshop. Jobs are completed and daily records are kept to follow each child's progress, strengths, and weaknesses. Behavior modification is included where needed and adaptive equipment is used to allow everyone to complete the jobs.

WORKSHOP READINESS PROGRAM

Upon reaching the age of fifteen (15) the TMR child is automatically enrolled in this program. His records from the skills training program are continued. This program is not held in the regular school facility as is the previous facility, but is located in an adjoining structure which necessitates the student "going to work".

This program is the next step to employment in the sheltered workshop. Jobs here are more advanced and the environment requires even more advanced work habits. Students punch in and out, using a time clock. Treats are awarded the workers at regular intervals and the pay rate is increased. The readiness program has five main areas of training which prepare the TMR student for future placement on the competitive market.

Workshop

- tools
- equipment
- safety procedures
- manditorial responsibility
- behavior expectations

Clerical

- typing
- money
- telephone
- office work
- filing

Janitorial

- cleaning
- sweeping
- vacuum
- inventory
- windows
- supply
- polishing
- trash collection

Electronics

- use of hand tools
- development of fine motor techniques
- assessment/students capabilities
- terminal wire techniques
- soldering
- evaluation and training

Cafeterial

- french frier
- sweeping
- washing dishes
- cutting
- busing dishes
- washing pots
- baking
- mixing
- cashier
- grill

The TMR client may stay in the Workshop Readiness Program until he is twenty-one (21) years old but may start full time in the sheltered workshop if he is ready. Competitive placement is the ultimate goal for every client,but may not make this level. The sheltered workshop is structured to place its clients into competitive employment opportunities.

Post Training Programs

1. Sheltered Workshop - This is a non-profit organization providing employment to the TMR client in a sheltered environment. The pay scale will vary depending on the level of the job done and the performance of the employee.

2. Trade Training - This is a competitive outlet whereby the client is employed in service occupations.

3. Recreation Program - This can be either public or private programs offered in the local community. I.e., Community Association for the Retarded, Local Park and Recreation Programs, etc.

4. Adult Development Center - This is a program offered by Hope for the Retarded in Santa Clara County. It serves clients who are not capable of employment in a sheltered workshop. Programs are offered in life training skills.

5. Work Activity Center - A program offered by the local community for the handicapped offering a wide range of activity programs.

6. Institutions - Those who are not capable of participating in other programs may find appropriate placement in State institutions for the retarded.

No pure program can fit any group of clients, but one client may participate in many of the alternatives given in post training.

These are skills that can be learned in the classroom that are helpful to the workshop:

Number and Word Recognition

Recognizing own name in written form
Recognizing traffic signs, danger signs, restroom signs, etc.
Ability to write own name
Ability to count to 10 consistently and meaningfully
Recognition of numbers 1 through 10
Ability to use tally sheet

Time Awareness

Knowing relative time (today, yesterday, next week, morning and afternoon)
Awareness of length of time: passage of time

Life Experiences

Money Awareness:
    basic value of monetary units
    awareness that earning is based on performance
    handling pay checks
    performs simple money exchange
Being familiar with bus system (independent use of public transportation)
Grooming and reinforcement of self-help skills and working for independent function of said skills
Awareness of acceptable standards:
    behavior and attitude
    appearance
    job performance
Having a social security card and knowing what it is for
Having a California I.D. card
Knowing emergency skills - who to contact in case of emergency
Knowing own name and telephone number

Color Awareness

Knowing basic colors (the ability to match, sort, reorganize and associate word with color)

Basic Skills

Ability to use scissors properly and effectively
Awareness of acceptable (good) quality and unacceptable (poor) quality
Ability to recognize and remove rejects
Ability to retain previously learned skills
Awareness of safety on the job

Behavior

Ability to become work-oriented (attitude, attention span, motivation)
Increasing work tolerance
Awareness of role changes (dependent on environment)
Effective and appropriate functioning in various situations with difirent persons (peers and teachers)
Awareness of respect for others, self and property
Developing a sense of self (explore feelings belonging to them: I feel, I think, I know, I want)
Ability to work unsupervised
Ability to accept and use criticism
Ability to convey needs
Ability to indicate that s/he does not understand

SKILLS TRAINING PROGRAM

Sample job tasks:

1. unstapling
2. stacking
3. punching holes
4. gluing
5. cutting - scissors
6. cutting - paper cutter
7. folding
8. tallying
9. stuffing
10. banding sticks
11. typing
12. inserting into bags
13. counting
14. sorting
15. collating
16. filing - letters
17. filing - numbers
18. inspection
19. fine motor tasks
20. stamping
21. comparing
22. sequencing duties
23. weighing
24. taping
25. zip code sorting
26. adding machine
27. envelope sealing
28. inserting
29. finding rejects
30. wrapping packages
31. bagging
32. mimeograph
33. addressograph
34. revits
35. gromments
36. recoding data
37. measuring

PRE-WORKSHOP WORD LIST

1. work
2. time
3. fast
4. slow
5. sign in
6. open
7. close
8. light
9. heavy
10. in
11. out
12. sit
13. stand
14. get
15. make
16. go
17. no
18. yes
19. money
20. paycheck
21. collate
22. tally
23. staple
24. check
25. sort
26. fold
27. insert
28. stamp
29. tie
30. transistor
31. paper
32. time clock
33. time card
34. break
35. job
36. supervisor
37. listen
38. rejects
39. straight
40. top
41. bottom
42. down
43. up
44. next to
45. behind
46. over
47. beside
48. in front of
49. in back of
50. middle
51. before
52. turn over
53. after
54. across
55. inside
56. outside
57. nearest
58. farthest
59. scissors
60. envelopes
61. clean
62. neat
63. good
64. bad
65. ask
66. pay attention

F. Work Evaluation

A discussion of work evaluation must first begin by describing the process of Vocational Evaluation.

The Vocational Evaluation model consists of three areas:

1. Physical (medical and paramedical personnel)
2. Psycho-social (social and psychological personnel)
3. Vocational (vocational assessment personnel)

The Vocational Evaluation process is one of assessing the total student. Physical, mental, emotional, and social limitations as well as abilities are assessed for the purposes of predicting future and current client marketable skills for the job market.

Work evaluation is one of the many aspects of vocational evaluation. This type of assessment looks at student weaknesses and strengths using work as the evaluative focal point. The work personality consists of characteristic patterns of incentives, attitudes, values, and interpersonal relations. This is what is observed during work evaluation.

The goals of work evaluation are to supply information which can answer the following questions:

1. Is the person ready to make a decision on a job and/or training?
2. If he is, what is the decision?
3. If he is not, why not?
4. What will be the rehabilitation plan to help the client change so that a decision can be made?

We can then conclude that the goals of work evaluation would be to make deductions or predictions based on the evaluators observations of the client. Work evaluation is a counseling tool which makes references to the client, his capabilities, and capacity to change and improve.

Work evaluation is not solely limited to any special education disability group. The client target groups that are unable to come to relevant decisions regarding vocational goals can be candidates for work evaluation.

Work evaluation takes place in the classroom, sheltered workshop, the rehabilitation center, during the job tryout, while taking various work sample tests, dexterity tests, academic tests, psychological tests, and various job stations within the workshop and/or vocational evaluation center.

To illustrate the Vocational Evaluation approach, the following example is shown:

Reason for Referral: A client wants electronics. Give mechanical aptitude tests and interest testing. Also, WAIS, and check clerical ability (accounting).

Step 1: The Vocational Evaluator will use the D.O.T. to determine the necessary traits and aptitudes an individual must possess prior to training.

Step 2: From the necessary requirements established for the job, the Vocational Evaluator will outline a series of tests and work samples to acquire adequate diagnostic information about the client.

Step 3: This information will be communicated to the agency counselor by the evaluator assigned to the client.

Step 4: If from the information available to the counselor, the counselor determines that the client should have an actual work try-out, the evaluator will assist in developing this activity.

Step 5: The final results of the evaluation will be communicated along with specific recommendations.

G. An Introduction to Work Experience Samples as Applied in the Public School System

What is a controlled work experience sample?

Vocational Rehabilitation Agencies have had many years of experience in measuring vocational potential and influencing vocational choice among the disadvantaged and handicapped of our society. As educators we can learn a great deal from their experience.

Research among the rehabilitation agencies by the University of San Francisco has indicated that there are five basic ways of measuring vocational potential and influencing career choice. These methods are as follows:

Personal Interview (written, verbal and visual media)
Psychometric Testing (interest, aptitude, etc.)
Situational Analysis (work experience)
Psychotherapy Counseling (group, individual)
Controlled Work Experience Samples (work samples)

The use of controlled work experience samples is the latest technique to be developed and it differs from situational analysis (work experience) in several ways. In predicting vocational potential there are many variables. In work experience one of the variables is the variety and types of employers. This means there is a variable in the feedback responses concerning vocational potential. Another variable is that work experience, as traditionally offered, may or may not be representative of the particular vocation, again depending on the employers willingness to provide a variety of experiences. The controlled work experience sample is an attempt to control these variables.

A work sample technically is a manipulative, experience based, pretest of a vocation with norms and performance standards, which attempts to measure critical vocational behaviors as well as skills. It is based upon the premise that career choices are made through success experience or experiences as contrasted to written, verbal and visual communication. Work samples are constructed by performing a task analysis on a vocation to determine tasks that are most frequently performed, tools that are most frequently used and problems that are most frequently encountered. All vocations can be sampled using this technique. The representative sample when it is finally reduced can usually be administered in a study carrel or similar space in a period of 35 minutes to one hour per sample or one class period.

All students in a school can be evaluated in terms of work samples. Each student would go through the following procedure. First, the student would be exposed by the teacher or with the use of audio-visual media to an orientation as to the type of career or careers the sample represents. The student then proceeds to carry out the manipulative tasks, representative problems and behavior situations as described by the teacher or audio-visual media. The student's whole performance is timed so he can be compared with standards and norms of similar performance in the respective vocation.

The teacher or counselor needs an additional 20% more time beyond the time needed to administer the sample for filling in evaluation forms. The samples are offered in an increasing level of difficulty in order to assess the student's present ability.

Material cost per sample can vary from $50 to $350 and higher if audio-visual instruction is used. The cost of setting up a complete package of samples is comparable to the cost of setting up vocational or industrial arts programs. Cost can be cut if existing components from vocational training or industrial arts programs are used. Samples can be administered by any teacher or counselor with a short period of inservice training presented by self-operated audio-visual or written instructions.

What are the components of an exemplary career guidance project using controlled work experience samples?

The elementary school component of career education is career awareness. Successful projects in career awareness are experienced based just as work samples are.. One successful project in Michigan developed career awareness in one career ladder by bringing a pet dog into the classroom and later transferring this interest to visits to the Humane Society, followed by a discussion of his vocation which led eventually to discussion of human services. This is just one approach from many alternatives that can be chosen.

The junior high level component of career education is career exploration. Work samples can be used as a means of career exploration. The first and most obvious career they should explore is that of the possible high school vocational training programs. Samples of these programs can be offered on site in the high schools if transportation is provided or offered as part of industrial arts programs at the junior high. Samples of other careers of predicted future demand in the labor market should also be offered for exploratory purposes.

The high school component of career education is called vocational preparation. At this point work samples become more complex and aim at aiding in making a vocational decision. The sample battery would be offered to freshmen. At the high school level samples are offered in one of six skill clusters. These clusters are as follows: mechanical, clerical, scientific, social, art, and sales. The number of samples in each cluster would be determined by the proportional number of jobs represented in that cluster in the work force.

Mechanical	Sales	Scientific	Social	Art	Clerical
x	x	x	x	x	x
x	x	x	x	x	x
x	x	x			x
x					x

X = work samples stratified in levels

Each sample within a cluster will be chosen to purely represent that skill. Example: auto body, fender - for mechanical. Each sample will be in high demand in the labor market.

The group of samples within a cluster will be stratified by increasing difficulty in order to give an indication as to ability level.

A sample package for decision making may consist of 15 to 30 samples.

Recorded experiences on the samples will give a student profile. Example: mechanical 50%, sales 10%, scientific 5%, etc.

How are work samples predictors of vocational potential for other unsampled jobs?

A task analysis can be done on each job description in the dictionary of occupational titles listing the same skill grouping used above. Example: Landscape draftsman - mechanical 5%, sales 10%, scientific 40%, art 45%.

Student profiles and job profiles can then be matched through computer sorting giving complete list of matching jobs for guidance purposes.

Work samples are not to replace counselors. They just are to aid counselors in doing their normal jobs.

H. Work Evaluation and Work Adjustment, Utilizing the D.O.T.

Vocational diagnosis and planning in work evaluation and work adjustment is both an art and a science. An art because judgment is required beyond objective facts and normative data. A science because objective data is gathered and compared in order to make vocational inferences.

Happily it is possible to acquire tools and knowledges that will put vocational diagnosis and planning on a more scientific basis and with luck and some talent, it is hoped that the artistic judgment will develop as the evaluator practices. An important step in developing work samples and in evaluating clients is the classifying, ordering and structuring of relevant vocational data and concepts into organized patterns so that they are readily available for utilization and further development. This is an important step in any science.

A fairly well known example of this is found in the field of chemistry, one of the more mature sciences; it is the periodic chart of the elements. This chart lists all 103 elements in a meaningful structure with symbols and codes referring to many facts about elements and about their relationships to other elements and environments. A trained person can thus move easily about in the field of chemistry utilizing this chart and having at his fingertips a mass of highly organized knowledge.

The field of work evaluation, itself in its infancy, needs similar tools and as we think upon our problems and mature as a science and as a profession we must develop more tools and structures that will be helpful to us in our field of work. One such tool, however, has already been developed; is available to us now and contains a wealth of information about characteristics of jobs and characteristics of people that can qualify for such jobs. This is the Dictionary of Occupational Titles and it behooves us in the field of vocational rehabilitation and in work evaluation to make effective use of this tool and its supplements.

The Dictionary of Occupational Titles, ordinarily referred to as the D.O.T., was developed by the United States Employment Service to present occupational information briefly and in an organized form. The dictionary is a basic tool, important in understanding jobs, in understanding people, and in matching people and jobs. It is also important in developing job samples and other vocational assessment tools and techniques.

Volume I of the Dictionary of Occupational Titles describes in capsule form over 22,000 jobs. This volume, with its supporting volume and supplements, has become a standard reference work in industry, schools, libraries, foreign countries, counseling and vocational education, and in developing techniques concerned with employment activity.

It is the purpose of this paper to describe and illustrate, specifically, how the Dictionary of Occupational Titles and its supplements can be effectively utilized in the field of vocational evaluation.

Many less complex jobs tend to be entry occupations for untrained, newly trained, or transfer people and because of this factor it is important for the evaluator and for the counselor to know which jobs are entry occupations, how they are related to more complex jobs and to broader fields of work and the job and worker characteristics that are important in the entry jobs as well as in the related fields of work. The D.O.T. provides a vast amount of such material concerning these characteristics and their relationships and this information must be utilized by the work evaluator in studying jobs, developing work samples in organizing and planning a specific client's work evaluation, in counseling and working with clients and in making recommendations to referral agencies. The competent evaluator is one who is able to develop this information and other information from the D.O.T. and from his study of the community, bring it together into a meaningful whole, evaluate clients with this material in mind, and make more valid recommendations and take correct actions with specific clients.

This is not a cut and dried process and the work of the trained evaluator at this end point could be likened to the person referred to in one of the favorite sayings of Lawrence Lowell, the late president of Harvard who said, "The mark of an educated man is the ability to make a reasoned guess on the basis of insufficient information." We in evaluation, despite of our best efforts, can never hope to fill in all of the uncertainties about a client. We must know where to look, what to look for and how to look and how to check and recheck so that we can be relatively certain of our facts about clients and about jobs; thereupon we make and help clients to make the "educated guess." It is, at this point that training and attitude of the evaluator is important, for whether or not the evaluator is a counselor, he will be developing knowledge about and for a client and helping him in the making of a vocational decision.

Page XV through XXIV of Volume I of the D.O.T. (third edition) give us a quick key to the general usage of the dictionary. I will summarize:

Definitions in Volume I are arranged alphabetically by job titles that are more common to the defined jobs. The definitions answer the questions of what gets done, why it gets done, and how it gets done. In addition, key or critical factors, important aptitudes, physical demands, and/or working conditions are also indicated or implied in many of the definitions.

The dictionary describes job factors that appeared to be critical in the jobs analyzed for each job defined. Job analysts, in developing the D.O.T. gathered information through over 75,000 job observations. The analysts asked questions such as: What action does the worker perform? What gets done as a result? How does he do his job? What knowledge and abilities must he have? What machines, tools, equipment, and work aids does he use? What aspects of the job might place certain unusual requirements on the worker, e.g. unusual physical demands and working conditions? What worker functions are required in relationship to data, people, and things?

It is important, at this point, however, to strongly emphasize a precaution: job definitions and their characteristics as described in Volume I and II of the dictionary, and supplements must be interpreted in the light of actual job situations in the community rather than based blindly on the information as it is offered in the dictionary for jobs vary from industry to industry and even within an industry. The dictionary does, however, help us to set standards to be utilized in judging jobs and in judging people for these jobs in relation to specific, significant vocational characteristics.

Volume II complements Volume I and serves as a method of grouping jobs having the same basic occupational, industrial or worker characteristics. It is most helpful in finding relationships among occupations and is a standard approach to classifying abilities, vocational experiences, and potentials of workers. Volume II contains 12 sections: which feature different arrangements of jobs and characteristics which are helpful in finding similar jobs and in relating jobs.

Each job in the D.O.T. is coded and therefore groupable by this code for some combination of work fields, material utilized, products, subject matter, service, genetic term and/or industry. The first three numbers relate to the Occupational Group Arrangement (OGA), the first number relating to categories, the second number to divisions, and the third number to groups of jobs. This classification is particularly helpful in evaluating work history of older clients and in referring them to similar or related types of work. The third, fourth, and fifth digit following the period in the D.O.T. code are known as the Worker Trait Arrangement (W.T.A.) and these digits identify significant worker functions in the date, people, and things areas. The jobs in the Worker Trait Arrangement are broken down into 22 broad areas of work with more complex subareas related to the broader areas.

An important point to remember in studying the last three digits of the codes is that in every instance where it is possible in the arrangement of jobs in Volume II of the D.O.T., the jobs are grouped according to similar factors and arranged in order of their complexity, the smaller numbers tending to refer to less complex jobs.

This is important as we attempt to arrange job samples in order of complexity or to develop one sample with varied levels of complexity. Let me illustrate: a client may indicate a strong interest in working with cloth and the OGA in Volume II (Page 2 or Page 20) would refer us to page 172 and 173 of Volume II. If the person seems to lack in ability or confidence we would quite likely start him on a job sample such as cutter, hand (781.887), a less complex task. If the client succeeded with flying colors he might move to a more complex job sample in this area for example marker (781.684) or at an even higher level be asked to do selected measurable and measured aspects of the more complex work sample developed from the job of blue-pencil man (781.281).

It often happens that we lack specific job samples or materials for or time to develop job samples in a specific area. Volume II of the D.O.T. makes it possible for us to very quickly determine which available job samples will give us the information we want at the level of complexity needed. For instance if we lack a sample for the Blue-Pencil Man mentioned above we can turn to page 218 of Volume II and then to page 312-318 to seek related work samples (and jobs).

Lets follow through with another illustration. Work samples involving a goal of working in complicated electronics wiring very easily could and quite logically should include job samples measuring less complex steps and moving up a hierarchy of complexity a client is thus able to start with job samples at one level and move on up to his highest level.

The advantage of having job samples arranged in order of complexity is that client motivation can be maintained because each client can be started at a level which will adequately challenge him and at the same time allow him to succeed. This factor, of course, extends the point made by Neff that work evaluation itself is a work adjustment tool. A client who has a history of failure, a poor self-concept and feelings of inferiority can usually be placed in an area of interest on which successes will be easy and gratifying to him. Another client, perhaps with equal ability but with considerable more ego strength who has overestimated his ability may find that he is better able to test reality on more complex tasks and thereby gain a clearer understanding of his vocational potential in relation to his areas of interest.

A time saving advantage is realized by starting a client on tasks that appear to be on a level of complexity that a client can best handle. If he is able to function on a more complex task it is usually not necessary to ask him to try simpler tasks and if he is unable to function on a simpler task it is usually not necessary (or wise) to move him up to a more complex task. Exceptions to this principle occur however if a client is unchallenged by a simpler task, needs more opportunities to succeed or has aspirations considerably above his potential.

Also in Volume II under Worker Trait Arrangement Groups, the 22 broad areas, are broken down into 114 groups of jobs which describe, in general, work performed, worker requirements, clues for relating for applicants and requirements, training and methods of entry, related types of classifications and a qualifications profile. (See page 215-223) These last two are quite important to the vocational evaluator as he studies jobs, develops job samples, programs the clients evaluation, counsels with the client, writes reports, and makes referrals.

Certain areas of work, because of their levels of complexity and their requirements for long term training, are difficult to evaluate from job samples. The area of work may require more creative ability, imagination or resourcefulness than is available to the evaluation center. In order to overcome this shortcoming it may be possible to use related job samples or if this is not possible to gather together objective observations of pertinent worker trait characteristics from more distantly related job samples. For instance, if it is not possible to evaluate the ability to function as a farm hand or in flight training for a particular client the evaluator can check through the worker characteristics necessary for these types of work and judge from results of other job samples that also allow for observation and evaluation of these same characteristics. A farm hand, general (421.883) for instance, should have at his beck and call certain characteristics that may be determined from p. 67 of supplement 1 and p. 444 of Volume II a few of which are: be able to operate machines and have good spatial discrimination, eye-hand-foot coordination, manual dexterity. All of these characteristics may be evaluated on related machine job samples already available in the center; for example related classifications of Operating and Controlling (.782) on a somewhat more complex level and Manipulating (.884) or Tending (.885) or less complex levels.

The question is often asked: What job samples do we develop first in our center? A general study of the dictionary, coupled with a vocational survey of the community and an analysis of potential case loads of your facility will suggest what priorities ought to be set in job sample development. If we have in our work sample kit two or three good, varied, usable, economical work samples of good face validity from most of the worker trait group listed on page 217 through 223 of Volume II of the Dictionary we are off to a good start. Evaluation centers that tend to work with less talented clients will probably limit their work samples to selected areas, however, in comprehensive centers where groups should be covered by job samples. The center, will spend many years in developing and improving job samples and the priority list will be helpful in setting up the development schedule. One could start by searching through areas of work as they are listed and classified on pages 214 through 529 of volume II. With this information concerning work performed, worker requirements, use for relating applicants and requirements, training and methods of entry, related classifications and qualifications profile, it is possible to go out and make an effective job analysis of appropriate jobs in the community.

These same items, viewed from the client position will also suggest factors that will need to be evaluated during his assessment period.

The characteristics covered in the dictionary can be used as rather general standards or criteria information for both jobs and people, however, it is of course necessary to develop more specific criterion from job analyses and a study of jobs in the community.

As soon as there is any sort of communication about a client, a work evaluator will automatically have some ideas and vocational hypothesis about that particular client. Hypotheses concerning work areas in which the client might or might not function. When a person walks into the job sampling area we begin to sort out work and training areas where we feel this particular client will best function. We are able to do this because we know something about people and something about specific jobs and types of work. The vocational evaluator must include every possible pertinent type of data about jobs and about his client that will help him to do more meaningful vocational planning. This data will, of course, include previous family, community, school, and work history and relationships; examinations by other competent evaluators; interviewing; testing; job sampling; job sight observation; selective placement;

and follow-up. Evaluation is best looked at as a changing, moving series of ideas or hypotheses about a client so that from a good picture of a client we will make inferences about client success and satisfaction in different types of work. During evaluation the picture is more like a moving picture. Near the end of the evaluation however a few more appropriate "stills" or specific job samples may be viewed more intensively by the evaluator and client to help in vocational planning. Volume II of the D.O.T. will help in setting up these "stills".

An evaluator is able to develop hypotheses about a client because he has a fund of information about various aspects of jobs and about people working on jobs. Ideas and hypotheses thus come easily to mind. Thus it is important for the evaluator to make extensive and intensive studies of worker trait characteristics as they are indicated and related in Volume II of the D.O.T. Hypotheses are developed because appropriate questions are asked by knowledgable people and tentative answers are sought in a work or work sample situation that is fairly well standardized and has aspects that may be measured. From these earlier hypothesis the evaluator will plan tests, work samples and evaluating situations that will answer the questions asked.

In many facilities an evaluator may be doing a considerable amount of vocational counseling and selective placement as well as vocational evaluation and work adjustment. With this fact in mind then it becomes important that the vocational evaluator know how to utilize the D.O.T. in a counseling situation.

In facilities where vocational evaluators work hand-in-hand with other specialists who are trained as vocational counselors it will still quite often be necessary for a vocational evaluator to do what is sometimes described as on-the-job counseling; wherein the evaluator helps the client to understand his vocational potential in the light of realistic requirements of different types of jobs; interests; social pressures and personality makeup. Much of this information too can be obtained through study of the D.O.T.

One of the more important values to evaluators of the dictionary is the standard terminology which is acceptable to employers and placement people. Familiar terms with fairly clear and distinguishable limits, will make more certain an understanding by people who read evaluation reports. These same terms and standards would be used in vocational surveys, job analyses, follow-up and research work which is important in setting up and in improving an evaluation program.

Communication of information is extremely important for a vocational evaluator. If an evaluator is unable to communicate data and interpret adequately to other people who will work with the client or to the client then the information has no value. It becomes extremely important then that a vocational evaluator be able to write meaningful evaluation reports. The reports will be meaningful to the extent that the evaluator speaks the language of other professional people, hiring bosses and personnel workers, and the client. Again the language used in the dictionary, having been gleaned from the world of work, has meaning to other employees and to personnel, employment and rehabilitation people. It behooves the vocational evaluator to study and to know this language and to use it effectively.

Reporting to referral agencies may very well be in terms of worker trait groups and, where appropriate, performance can be illustrated in the report by referring to specific performance on a job sample and its related worker trait characteristics. Since the classification system in the dictionary is and can be either broad or specific, a reporter is then allowed to be as broad or as specific if it is necessary to be about a particular client at a particular time. Since the worker trait arrangement is a "counseling oriented tool" counseling and the arrangement are both made far more effective as they are related to specific job samples.

Work sheets are a most helpful administrative aid to the vocational evaluator. The worksheet may give the barest essentials of administration, and particularly include worker and job characteristics commonly evaluated utilizing a particular job sample. With a sheet like this, involving both check list and room for comments applying to each job sample, it will be easier for the evaluator to observe and to report effectively what was observed. Again one of the primary sources for the characteristics that would be on the worksheet is Volume I and Volume II of the Dictionary of Occupational Titles as well as the supplements to the D.O.T.

The D.O.T. has value all along the rocky road of vocational evaluation. From original planning of the facility and its work sample areas through job sample development and utilization, recording, reporting, following, research and improvement of programming.

In order to effectively utilize the D.O.T. in Job Sample Development and Utilization, the following steps are recommended:

1. Code with a D.O.T. code everything possible having to do with work evaluation (community surveys, job analyses, job samples, job sites, job orders, interview forms, occupational information, some tests, placements, follow-up and research).

2. Arrange most vocational evaluation files and lists in code order insofar as it is possible.

3. Check with a local cooperative industry and attempt to discover jobs, probably less complex, where handicapped people might be placed - possibly where you have already placed such a person.

4. Read up on jobs in the industry before you make your vocational survey visit. Volume II, p. 637-639, "Industry Index"; Volume II, p. 531-635, "Industry Arrangement of Titles"; Volume II, p. 1-213, search Occupational Group Arrangement; Volume I, appropriate job definitions; Supplement I, appropriate code and Volume II, p. 214-529, appropriate Worker Trait Group.

5. Select (ordinarily) less complex jobs by assuring that the Worker Trait Arrangement number (WTA) is made up of larger digits.

6. Search Supplement I codes and similar codes as listed to find other similar and/or simpler tasks (or more complex tasks if so desired).

7. Make job survey and analyses utilizing above information.

8. Make job samples and integrate facts determined above into appropriate job samples.

9. Integrate this same information into job sample manuals, job sample worksheets and work evaluation reports.

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J. PHYSICAL DEMANDS FORM

Job Title ______________________________ Occupational Code __________

Physical Activities

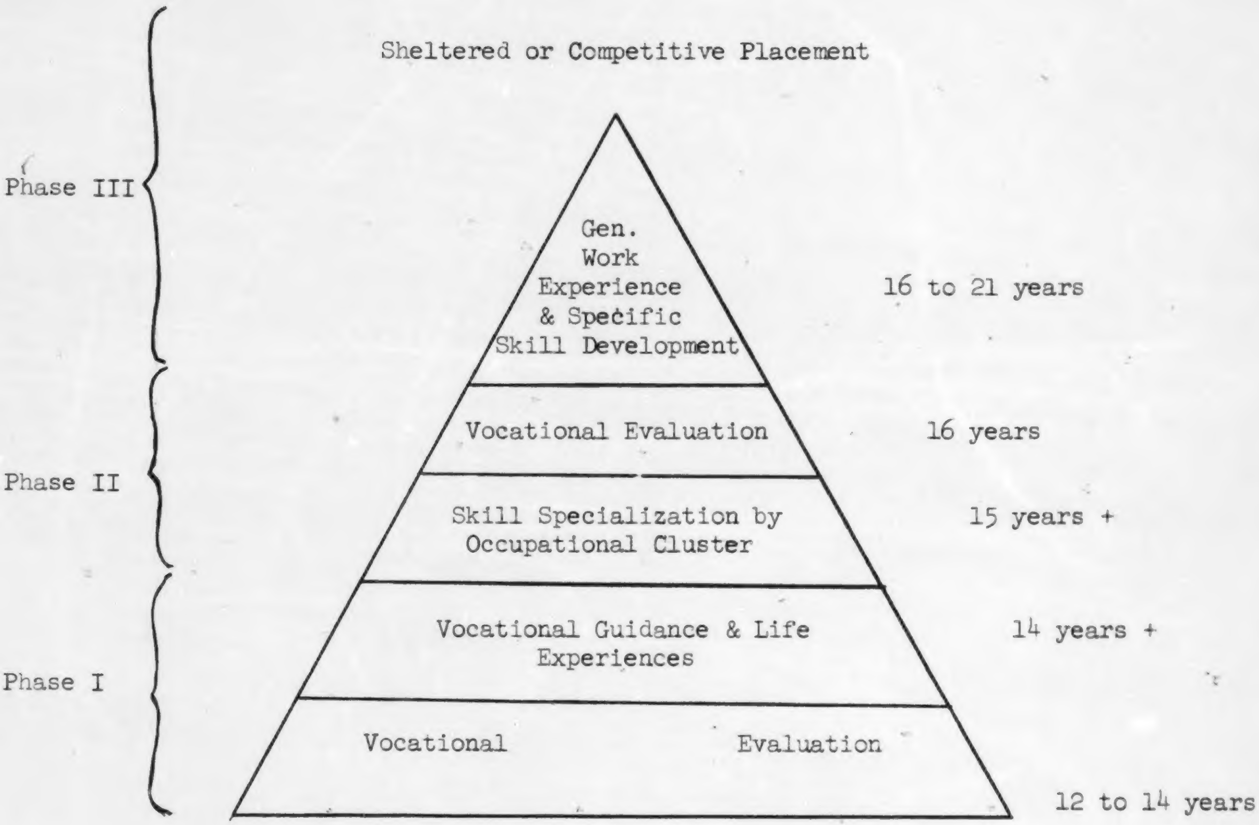
1. ____ Walking
2. ____ Jumping
3. ____ Running
4. ____ Balancing
5. ____ Climbing
6. ____ Crawling
7. ____ Standing
8. ____ Turning
9. ____ Stooping
10. ____ Crouching
11. ____ Kneeling
12. ____ Sitting
13. ____ Reaching
14. ____ Lifting
15. ____ Carrying
16. ____ Throwing
17. ____ Pushing
18. ____ Pulling
19. ____ Handling
20. ____ Fingering
21. ____ Feeling
22. ____ Talking
23. ____ Hearing
24. ____ Seeing
25. ____ Color vision
26. ____ Depth perception
27. ____ Working speed
28. ____
29. ____
30. ____

Working Conditions

51. ____ Inside
52. ____ Outside
53. ____ Hot
54. ____ Cold
55. ____ Sudden temperature changes
56. ____ Humid
57. ____ Dry
58. ____ Wet
59. ____ Dusty
60. ____ Dirty
61. ____ Odors
62. ____ Noisy
63. ____ Adequate lighting
64. ____ Adequate ventilation
65. ____ Vibration
66. ____ Mechanical hazards
67. ____ Moving objects
68. ____ Cramped quarters
69. ____ High places
70. ____ Exposure to burns
71. ____ Electrical hazards
72. ____ Explosives
73. ____ Radiant energy
74. ____ Toxic conditions
75. ____ Working with others
76. ____ Working around others
77. ____ Working alone
78. ____
79. ____
80. ____

Details of Physical Activities:

K. Vocational Education Model for the Santa Clara County Special Schools for the Handicapped


Sheltered or Competitive Placement
Phase III
Gen. Work Experience & Specific Skill Development
16 to 21 years
Vocational Evaluation
16 years
Phase II
Skill Specialization by Occupational Cluster
15 years +
Vocational Guidance & Life Experiences
14 years +
Phase I
Vocational Evaluation
12 to 14 years

Phase I
Curriculum Content

Note: The curriculum content is arranged in order of priority from the simple to the complex

Title VI Proposal

Life Experiences and Critical Employment Coupled Behaviors

Check and discuss the performance on the following:

- how to use the public bathroom (h)
- how to ask directions from a stranger
- how to follow directions
- social graces
- grooming
- how to maintain your health
- how to use the public and the home telephone
- relationships and exposure to the nonhandicapped
- what to do in emergencies
- entertainment and hobbies
- medical and dental appointments
- establishing and maintaining friendship
- communication techniques and devices
- basic cooking
- what is a nutritious diet
- the use and availability of adaptive equipment for the home (h)
- parent and child relationships
- how to operate an escalator
- how to operate an elevator
- how to operate vending machines
- how to operate the laundromat
- basic sewing
- how to buy from a store; packages, prices and labels
- how to budget money
- how to buy on credit
- how to order from a menu
- how to buy clothing
- how to buy from catalogs
- how to use the public library
- how to use the newspaper
- how to register to vote
- how to use insurance

Vocational Education Proposal

Critical Vocational Behaviors

Vocational Goals - Have each student develop appropriate vocational goals and work objectives

Job Getting Behaviors - Discuss and check the performance on the following behaviors:

- what's your social security number
- how to use public transportation; bus, train and taxi
- how to use public and home telephones
- how to use want ads (cp)
- how to handle money; bank accounts, savings, reading the paycheck, writing checks
- how to read a map
- job applications and oral interview techniques (cp)
- how to use time cards
- the uses of social security and insurance
- workmans compensation

Job Keeping Behaviors - Discuss and check the performance on the following behaviors:

- following directions
- punctuality and absenteeism
- relationships to coworkers; discuss irritations, discuss victimization
- relationships to supervisors; acceptance of advice, amount of supervisory attention required
- how to handle the loss of a job

Productivity - Assign task and check the performance on the following behaviors:

- consistency
- speed
- stamina and willingness
- quality
- quanity

Phase I, Curriculum Content (continued)

- how to use legal services
- how to use your community resources
- living away from home

ote: These two projects are being developed simultaneously, they supplement each other yet they are fully independent.

Code: (cp) - for students with competitive employment potential
(h) - for physically handicapped students

Chandler Tripp

Life Experiences and Vocational Guidance

Program Logistics:

Before Change:

one class, 12 students 1 teacher 1 para-professional	one class, 12 students 1 teacher 1 para-professional

After Change:

one class of 20 or two classes of 10 2 teachers (one full time and one half time) 1 para-professional	4 students in the field life experiences 1 teacher 1 para-professional

Note: The field teacher rotates every other week with the school based teacher.

One leased county car will be used for transportation.

The program requires the addition of a half-time credentialed teacher in order to release one teacher half time for the field activities. Possibly the other half of the teacher's time could be used in a similar program at McKinnon.

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PROGRAM DESCRIPTIONS

	Number of Students	Number of Periods	Number of Teachers	Number Para-professionals
CHANDLER TRIPP Phase I				
Vocational Guidance and Life Experiences	20	3	2½	2
LINCOLN HIGH SCHOOL Phase I, II and III -- one teacher, one para-professional, one work experience coordinator				
Vocational Skills Specialization, Office T & I	5	3	1	1
General Work Experience	3	3	1	1
Vocational Guidance and Life Experiences	2	3	1	1
McKINNON Phase I, II and III				
Vocational Guidance and Life Experiences	20	3	2½	2
Custodial Helper, 3-day school, 2-day field	10	1	1	1
Landscape Maintenance	12	2	1	1
Workshop Skills		2	1	1
HOPE Contracted Phase III				
Food preparation	3 (rotated every four weeks)	3	½	
Occupational Therapist				

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L. Definitions and Objectives

Work Adjustment Training

Work adjustment training may be defined as a learning process which takes place in an individualized and structured work experience designed to assist the individual to understand the meaning, necessity and demands of work in our society; to develop a realistic concept of self as a worker; to acquire good work habits; to modify attitudes which hinder satisfactory adjustment to work; to stimulate motivation to work; to increase physical and emotional tolerance for work; and to acquire social skills to strengthen one's relationships with supervisors and others.

Relationship of Work Adjustment to Vocational Evaluation

Work adjustment and vocational evaluation are closely allied services. However, each serves a distinctly different function.

The term "vocational evaluation" is usually applied to those procedures and methods used to obtain an inventory of vocational potentials of individuals, including educational and work histories, social, medical and psychological appraisals, work sampling, and job exploration. It is diagnostic in that it critically ascertains both vocational liabilities and vocational assets. It is prognostic in that it attempts to predict vocational success.

"Work adjustment" attempts to correct, reduce, or modify certain vocational liabilities such as poor work habits, inappropriate behavior, poor attention span, social inadequacy, dependency, unrealistic self-image, low physical tolerance, hostile attitudes, low self-esteem, poor grooming and physical hygiene. In the sense that it aims to modify behavior and alter attitudes that inhibit the satisfactory performance of work, "work adjustment" serves a training function. It is a training technique.

Some workshops use the two techniques as a combined pattern of service over extended periods of time. Thus, work adjustment and vocational evaluation may occur simultaneously in the workshop.

It is apparent that both vocational evaluation and work adjustment are important, necessary services, particularly in today's short labor market which has absorbed a large segment of workshop populations, leaving to rehabilitation workshops of today, somewhat atypical population of more severely, some hard-core, mutiply disabled persons.

Where there is available an array of comprehensive services in workshops, including vocational evaluation and work adjustment, those staff persons responsible for the intake process should decide which of the services are most needed and their rank order of priority.

Work Adjustment Client

A work adjustment client is any person who cannot meet the physical, mental and social demands of a work situation but, who, as a result of professional evaluation, is considered to have the potential capacity to meet these demands with work adjustment training.

Personal Adjustment

Personal adjustment is a learning process in which the individual develops a satisfactory concept of self as a person in relation to all of life's situations. It involves family life, community life, and the fulfillment of needs which go beyond those of a satisfactory work adjustment.

Job Placement

Job placement consists of all activities specifically directed toward securing renumerative employment.

Employment

The performance of work for some type of renumeration duly authorized by and in accordance with certain specifications and requirements of the employer.

Objectives of Work Adjustment Training

1. To encourage acceptable work performance and appropriate work behavior by changing attitudes and by building physical and emotional tolerance for work.
2. To prepare larger numbers of handicapped people for training and employment.
3. To intensify the rehabilitation process and strengthen the other agency services with increasing turnover of successful rehabilitants.
4. To make the range of vocational services more comprehensive within the workshop facility.

M. Vocational Training and Education Report

Name ______________________ Work Area ______________________ Supervisor ______________
Date: From ______________________ To ______________________ Total Weeks ______________

Performance in Work Area	High	Average	Low	Unsatisfactory
1. General ability to perform in work area				
2. Knowledge of related tasks				
3. Follows directions				
4. Show good judgment while working				
5. Daily output				

. Quality of Work	High	Fair/ Adequate	Poor/ Imp Nec	Unsatisfactory
1. Accuracy				
2. Thoroughness				
3. Neatness				

I. Work Habits	Good	Fair/ Adequate	Poor/ Imp Nec	Unsatisfactory
1. Regular in attendance				
2. Punctual				
3. Follows rules and regulations				
4. Tells supervisor whereabouts				
5. Doesn't waste time				
6. Works without close supervision				

. Attitudes	Good	Fair/ Adequate	Poor/ Imp Nec	Unsatisfactory
1. Gets along with co-workers				
2. Gets along with supervisor				
3. Accepts criticism				
4. Willing to accept change				
5. Demonstrates serious approach to work				
6. Accepts responsibilities				
7. Willing to accept any assignments				
8. Profits from suggestions				
9. Evidence personal initiative				

Area Maintenance and Safety	Good	Fair/ Adequate	Poor/ Imp Nec	Unsatisfactory
1. Maintains neat work station				
2. Respect for materials and equipment				
3. Observes safety precautions				
4. Wears appropriate safety attire				

. Personal Habits	Good	Fair/ Adequate	Poor/ Imp Nec	Unsatisfactory
1. Appropriate dress				
2. Personal grooming				
3. Hygiene				
4. Emotional Stability				

I. Work Readiness	Yes	Possibly	No
1. Direct placement			
2. O.J.T.			
3. Sheltered Workshop			
4. Selective Placement			
5. VTP Return			

Comments: ____
____

N. Factors of Career Selection

Satisfactions of work (must be aware of)

- Need Satisfaction
    - Recognition or praise
    - Acceptance
    - Contacts
    - Worthiness
    - Creativity
- Salary
- Fringe benefits - medical and dental - vacation, etc.
- Working conditions

Personal Traits (must understand)

- Interest
- Self concept
- Values
- Aptitude
- Independence
- Feeling
- Attitudes
- Motives
- Perseverance
- Patience
- Flexibility
- Self confidence

Demands of Work (must experience)

- Attendance
- Punctuality
- Delayed gratification
- Ability to accept criticism

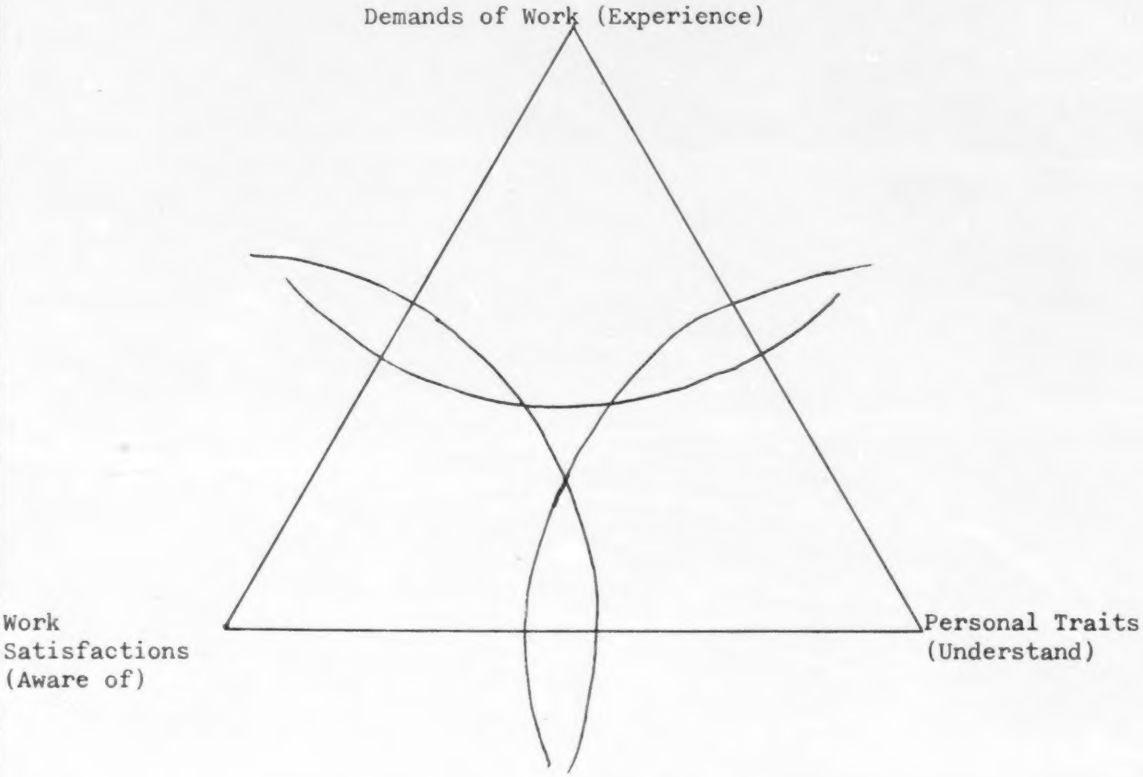
N. Factors of Career Selection (continued)

Demands of Work (must experience)

Ability to accept change

Ability to follow directions

Vocational skills


Demands of Work (Experience)
Work Satisfactions (Aware of)
Personal Traits (Understand)

A person must understand his personal traits in order to weigh himself in terms of his experienced demands of work and its respective satisfactions in order to make a meaningful career selection.

O. Vocational Evaluation Questions and Answers

Q. What is Vocational Evaluation?

A. Vocational evaluation is a technique used to determine vocational interests, aptitudes, work habits, skills, personality, and all the factors necessary for determining employability.

Q. Does this mean job training?

A. No. Evaluation involves testing and counseling. Real work, simulated work and vocational as well as academic testing provide the means for client evaluations.

Q. What is involved in a Vocational Evaluation?

A. Some or all of the following services may be required to determine employability:

1. Job analysis
2. Job samples (simulated work)
3. Activities of daily living
4. Physical and/or occupational therapy evaluation
5. Psychological testing
6. Vocational testing
7. Speech evaluation
8. Visual screening
9. Situational evaluation (real work)

Q. How long does the evaluation take?

A. There is no specific time factor involved in an evaluation. The evaluation is completed when some definite decisions, or plans are formulated involving one or more of the following:

1. School program
2. Vocational training program
3. On-the-job training program
4. Direct placement
5. When it is determined that job placement is not feasible

Q. Why is a Vocational Evaluation needed?

A. It reduces the amount of time and money spent in determining successful employment, and/or trade training, schooling, etc.

Q. Why is Vocational Evaluation unique?

A. Vocational evaluation accepts the philosophy that client evaluation techniques must be tailored to the individual. Not all clients can successfully be evaluated with the conventional test devices on the market today. This is why we stress job analysis and job samples.

Q. Who can make a referral to the evaluation center?

A. 1. Educators
2. Social workers
3. Vocational counselors
4. Psychiatrists
5. Physicians
6. School psychologists
7. Parole officers
8. All qualified persons

Agencies:
1. Probation and parole services
2. Adult education
3. School districts
4. Veteran services
5. Model cities
6. WINN
7. Qualified agencies